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HISTORICAL SKETCH

[Some knowledge of the course of development through which our secondary education has passed is necessary to a fair understanding of the problems of secondary education in the present time. The following outline is intended in some small degree to meet this need. It has been prepared especially for the use of students in my university classes in pedagogy, who for the most part are preparing to teach in high schools. I have made such use as I might of original sources of information, especially for the purposes of verification and correction; but for the greater part of the work the original documents have not been accessible to me, and I have had to depend on secondary authorities. The bibliography already published in the SCHOOL REVIEW will present some idea of the available literature of the subject and will indicate the general scope of the authorities that have been consulted.]

The term "secondary education" may be taken in general to denote education of a grade higher than that of the elementary schools and lower than that of institutions authorized to give academic degrees. This definition is not by any means exact, but it will answer the present purpose. We find occasionally secondary schools which take young pupils through the first steps of reading, writing, and arithmetic. On the other hand, we have seen institutions authorized to give degrees, and actually giving degrees, when their courses were hardly sufficient to fit their graduates for admission to the best degree-giving institutions. All such instances as these must be regarded as variations from the

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type and not as themselves determining the type. The definition proposed is inexact for another reason. The standards of one generation differ from those of earlier and later generations. There are doubtless academies of the present day which give a more complete course of instruction than did the leading colleges of a century ago. On the other hand there has been a marked tendency within the past century to extend the scope of elementary instruction. It happens that in one school the studies commonly pursued in secondary schools are begun two or three years earlier than in some neighboring institution where the pupils' progress in the work assigned them is equally rapid. This is not the place to discuss the intrinsic differences between elementary studies and secondary studies. Attention is called simply to the difficulty of making a universally valid distinction, resulting from the fact that historically the two grades are found repeatedly overlapping.

The fact that the secondary schools have occupied an intermediate position in the general scheme of education renders it especially difficult to trace the history of such schools. At one time and place a school of this grade has been maintained as a mere necessary feeder to a college. Under different circumstances a school of similar grade has grown up by degrees as a gradual extension of an elementary school. The elementary work which the secondary school presupposes has been done at one time in a preparatory department of the school itself; at another time in an independent elementary school; in still other cases, under private tutors. And not unfrequently the place of the secondary school itself has been supplied by private instruction, and pupils have gone directly from the care of a private tutor to enter upon a college course.

The history of secondary education in this country may be roughly divided into three periods: (1) The grammar school period, extending from the early days of colonization to the Revolutionary War; (2) the academy period, extending from the Revolution to the time of the educational revival, say in the forties of the present century; and (3) the high school period, cover-

ing the past half-century or thereabouts. It hardly need be added that no sharp lines can be drawn between these different periods. At the present time the existing academies cannot be said to be in a state of decline. There are, moreover, a few schools which have come down to us from the earliest period of our educational history, and some of these still bear the name of "grammar school;" but their courses of study have been more or less modernized.

It will be seen from the chronology of this outline that our first division has to do with the thirteen original colonies; the second is concerned mainly with states east of the Mississippi; and the third extends to the whole Union. It is only the old states of the Atlantic seaboard that have passed through all three of the phases of secondary education enumerated above.

I. THE GRAMMAR SCHOOL PERIOD

The character of the early colonial schools was largely determined by that of the schools with which the colonists had been familiar in the Old World. In the seventeenth century a single type of secondary school prevailed in all the leading countries of Europe. This was a Latin school, the direct descendant of the monastic and cathedral schools of the Middle Ages, but enriched by the literary influences of the Renaissance. In England this type was represented by the old "grammar schools."

Perhaps the most representative of the English grammar schools was that founded by John Colet, Dean of St. Paul's, London, of which the historian Green has said, "The grammar schools of Edward the Sixth and of Elizabeth—in a word, the system of middle-class education which, by the close of the [sixteenth] century, had changed the very face of England, were the outcome of Colet's foundation of St. Paul's."

One chief reason for this preëminence of St. Paul's may be found in the fact that it was the first school established in accordance with the ideas of the New Learning—it was the first to enjoy to the full that enrichment which came from the literary

influences of the Renaissance. As to its early history we have, fortunately, a fair measure of information.¹

It was just at the beginning of the reign of Henry the Eighth that Colet entered upon the establishment of this school. He erected buildings for the use of the school and its masters in St. Paul's churchyard and added an endowment that was liberal for the time, all from the private fortune left to him by his father. He placed the administration of this trust in the hands of the Master, Wardens, and Assistants of the Company of Mercers, the City of London guild to which his father had belonged. The statutes drawn up for the school by Colet in 1512² provided that "There shall be taught in the Schole, *Children of all Nations and Contres indifferently*, to the number of One Hundred and Fifty-three, according to the number of Seates in the Schole." It was from the outset a day school and not a boarding school. The number of children to be admitted is thought to have been chosen with reference to the miracle of the fishes (John 21: 11). The school was dedicated to the child Jesus. "Over the master's chair," says Erasmus, "is an image of the child Jesus, of admirable work, in the gesture of teaching, whom all the boys, going and coming, salute with a short hymn; and there is a representation of God the Father, saying, *Hear ye him*, these words being written at my suggestion."

The admission of children was subject to the following rules :

If your chylde can read and wryte Latyn and Englyshe suffyciently, so that he be able to rede and wryte his own lessons, then he shal be admitted into the schole for a scholar.

If your chylde, after reasonable season proved be founde here unapte and unable to lernynge, than ye warned therof shal take hym awaye, that he occupye not oure rowme in vayne.

¹ I have not had access to the *Life of Colet* by DR. SAMUEL KNIGHT, published in 1724, nor to that of LUPTON (1887); but somewhat extended extracts from the former appear in BARNARD'S *American Journal of Education*, Vol. XVI. SEEBOHM'S *The Oxford Reformers* (London, 1869, 2d ed.) is a very interesting account of the relations of Colet, Erasmus, and More. The account of St. Paul's School in STAUNTON'S *The Great Schools of England* (London, 1869) contains citations from original documents relating to the early history of the foundation.

² With reference to this date, see STAUNTON, *op. cit.*, p. 148, footnote.

If he be apte to lerne, ye shal be contente that he continue here tyl he have competent literature.

If he absente VI dayes, and in that mean seeson ye show not cause reasonable, (reasonable cause is only sekenes) than his rowme to be voyde, without he be admitted agayne, and pay iiij d.

Also after cause shewed, if he continewe to absente tyl the weke of admission in the next quarter, and then ye shew not the contenance of the sekenes, then his rowme to be voyde, and he none of the schole tyl he be admytted agayne, and paye iiij d. for wryting his name.

Also if he fall thryse into absence, he shal be admitted no more.

Your chylde shal, on Chyldermas daye, wayte vpon the boy byshop at Powles, and offer there.

Also ye shal fynde him waxe in winter.

Also ye shal fynde him convenyent books to his lernynge.

If the offerer be content with these articles, than let his childe be admytted.

Further regulations for the school show in its founder a fine mingling of the devout churchman, the humanist, and the warm-hearted friend of children. The "Statutes" begin with these words: "JOHN COLLETT, THE SONNE OF HENRY COLLETT, DEAN OF PAULES, desiring nothing more thanne education and bringing uppe of Children in good maners and literature, in the yere of our Lorde One Thousand fyve hundredth and twelfe, bylded a Schole in the Estende of Paule's Churche, of One Hundred and Fifty-three to be taught *fre* in the same." The purpose of the school is thus simply and broadly stated. The course of study is likewise prescribed in very broad and general terms. The passage reads as follows:

What shall be Taught

As touching in this Scole what shall be taught of the Maisters, and learned of the Scolers, it passeth my witte to devyse and determine in particular, but in general to speak and sumewhat to saye my mynde, I would they were taught always in good literature bothe Laten and Greke, and good autors such as have the verye *Romayne* eloquence joyned with wisdom, specially Christen autors, that wrote their wisdome with clean and chaste Laten, other in verse or in prose, for my intent is by this Scole specially to increase knowledge and worshippinge of God and Our Lord Christ Jesu, and good Christen life and manners in the Children.

And for that entent I will the Children learne first above all the *Catechizon* in Englishe, and after the *Accidens* that I made, or some other

yf any be better to the purpose, to induce Children more spedely to Laten speeche. And than *Institutum Christiani Hominis*, which that learned Erasmus made at my requeste, and the boke called *Copia* of the same Erasmus. And than other authors Christian, as *Lactantius*, *Prudentius*, and *Proba*, and *Sedulius*, and *Juvenius*, and *Baptista Mantuanus*, and suche other as shall be thought convenient and most to purpose unto the true Laten speeche. All *Barbary*, all corruption, all Laten adulterate which ignorant blinde foles brought into this worlde, and with the same hath dystained and poysoned the old Laten speeche, and the veraye *Romayne* tonge, which in the tyme of *Tully*, and *Salust*, and *Virgell*, and *Terence*, was usid, whiche also Sainte *Jerome*, and Sainte *Ambrose*, and Sainte *Austen*, and many holy doctors lerned in theyre tymes. I saye that fylthiness and all suche abusion whiche the later blynde worlde brought in, whiche more rather may be called *Blotterature* than *Literature*, I utterly abannyshe and exclude out of this Scole, and charge the Maisters that they teche always that is beste, and instruct the Children in Greke and Laten, in redynge unto them suche autors that hathe with wisdome joyned the pure chaste Eloquence.

Provision was made for a "Hyghe Maister," who "in doctrine, learnynge, and teachinge, shall direct all the Scole." "A man hoole in body, honest, and vertuous, and lerned in good and cleane Laten literature, and also in Greke, yf such may be gotten; a Wedded man, a Single man, or a Preste that hath no benefice with cure, nor benefice that may lett the due besinesse in the Scole." There was to be also a "Surmaister," and in case of a vacancy in the position of high master, he was to have the preference for that place. Finally, the school was to have a "Chapelyn" who should "attende allonly uppon the Scole." The special religious services prescribed for the school were not onerous. In addition to the conduct of these services, the chaplain "shall teache the children the Catechyzon and Instruction of the Articles of the Faythe, and the Ten Commandments in *Englishe*."

William Lilly, well known as the author of *Lilly's Grammar*, was the first master of the school. After serving in that capacity for ten years, he was succeeded in regular order by the sub-master, John Ritwyse. The securing of a suitable sub-master in the first instance was to Colet a matter of serious consideration, and became the subject of highly interesting correspondence

between himself and Erasmus. The account which Erasmus gives, in this connection, of a discussion which he had with a Cambridge don regarding the dignity and usefulness of the teacher's calling is highly edifying. Colet would gladly have made Erasmus master of his school; and expressed the hope that he would at least "give us a helping hand in teaching our teachers."¹

It has been commonly stated that the discipline in Colet's school during the life of the Dean was harsh in the extreme. Later writers have shown that this view is without historical foundation. On the other hand there is evidence of a very pleasing sort that the founder felt great tenderness for the boys of his school. One illustration may be taken from his "lytell prohemie" to the Latin grammar prepared for the boys of St. Paul's, "In which," he says, "if any new things be of me, it is alonely that I have put these 'parts' in a more clear order, and I have made them a little more easy to young wits, than (methinketh) they were before: judging that nothing may be too soft, nor too familiar for little children, specially learning a tongue unto them all strange. In which little book I have left many things out of purpose, considering the tenderness and small capacity of little minds. . . . Wherefore I pray you, all little babes, all little children, learn gladly this little treatise, and commend it diligently unto your memories, trusting of this beginning that ye shall proceed and grow to perfect literature, and come at the last to be great clerks. And lift up your little white hands for me, which prayeth for you to God, to whom be all honour and imperial majesty and glory. Amen."²

Whatever may have been the actual practice in the early discipline of St. Paul's, it would be too much to claim that the English grammar schools generally were ruled in mildness. Quite the reverse was admittedly the case.

It has seemed worth while to devote some little space to the

¹ See SEEBOHM, *op. cit.*, 217-21.

² SEEBOHM, *op. cit.*, pp. 213, 214. See further with reference to this grammar, HAZLITT, *Schools, Schoolbooks, and Schoolmasters*, London, 1888; chapter viii.

early history of this school. It opened a new era in secondary education in England, and so prepared the way for the early education of the English colonies in America. Moreover, that most famous of the Paulines, John Milton, wrote the *Tractate on education*, to which some would ascribe the origin of our later American academies.

A well-defined system of Latin schools arose in Europe during this same sixteenth century, under the direction of the Jesuits. We have a full account of this system from a friendly hand in the Rev. Thomas Hughes' *Loyola and the educational system of the Jesuits*.¹ The thoroughness of their instruction, especially in Latin, the extended preparation required of their teachers, and the mildness of their discipline, gave to these schools great and long-continued popularity. Their influence was not felt, however, in the education of the colonies which grew into the United States, until a later period than that which we now have under consideration. By the time that strong Jesuit colleges were established here, American education had assumed such well-defined form and direction that it was not influenced in any general way by the new institutions.

The fathers of our early colonies had doubtless many of them been educated in these European Latin schools. William Penn received his early schooling at the Chigwell Free Grammar School. Theophilus Eaton and John Davenport were schoolmates in the Coventry Free Grammar School. Edward Hopkins had been a scholar in the Royal Free Grammar School in Shrewsbury. Roger Williams went to Pembroke College, in Cambridge, from the Charter House.

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¹ New York, Charles Scribner's Sons, 1892. (The Great Educators series.)

(To be continued.)

WHAT STUDIES SHOULD PREDOMINATE IN SECONDARY SCHOOLS?¹

"Resolved, That in every secondary school and in college as far as to the end of the sophomore year, the study of language and the study of mathematics should be predominantly and continuously pursued; that the study of English, including grammar, rhetoric, and composition, should continue throughout every course: that two languages besides English should be studied; and that no other studies should be allowed to interfere with the preëminence of the studies here designated."

When this resolution, weighty with the odor of resurrected graveclothes, first met my astonished gaze, I found no more fitting vesture for my thought than the language of the radical revolutionist, "I have but one lamp by which my feet are guided and that is the lamp of experience," and that experience, which in the retrospect brings no little remorse for my too uncompromising attitude toward all but the traditional subjects, teaches me by its bitter lessons, that the advocacy of the affirmative of this resolution would be such a crime against the youth of our country, is so antipodal to the present trend of secondary education, and so out of harmony with the varied germs of divine implanting, that I would expect to answer for it on the great day of assize.

When I contemplate what the passage of this resolution by the leading educators of the Northwest would mean; when I consider how oracular to the secondary schools and colleges about us should be the propaganda of this association; when I hear the trumpet pealing forth no uncertain sound from out the vanguard of the advancing hosts of New England and the Middle States, hosts, whose traditional conservatism has hitherto kept them in the rear; when I see boys turning their backs upon the schools,

¹This article and the two following are preprinted from the Proceedings of the North Central Association of Colleges and Secondary Schools at the meeting held in Chicago, February 12, 13, 1897.

and girls fainting by the way because language and mathematics are made the be all and end all of fundamental culture, I feel like crying out again with the Virginia delegate of the house of burgesses — "Give me liberty in courses of instruction or give me death."

We are living in no cloister period of human thought. Bars and bolts are found no longer upon the sources of human intelligence; we have emerged from the dullness and darkness of mediævalism, and it is futile to longer argue for the maintenance of its claims. When the history of higher education shall have been written, it will be found that not until after the middle of the century now closing was there acknowledged to be more than one path leading to the summit of the hill of learning, and those who became great, as the thinkers and leaders in the development and practical application of science, became so in spite of the universities, and because the Infinite Architect of mind and matter gave to these souls those talents, which, through self-activity, blossomed and bore fruitage for the world's need, while the great institutions of learning were still feeding all their students upon an unvarying diet, suited to some, but ill-adapted to many, and careless of the great revolutions that were going on in the domain of nature, by which its powers were being adapted by the few to the world's rapid enlightenment and advancement.

I am not so blind to the varying capacities of our young people; I am not so deaf to their cries for food suited to their digestive organs; I am not so out of touch with my environments as an humble educator in this great city, as not to see and hear and feel the pathos and potency of the great evolution that is going on in our educational theory, that shall make the development of the individual, and not of the mass, the shibboleth of our institutions of learning as we cross the threshold of the twentieth century.

In the discussion of this question we cannot ignore the incontrovertible fact that the secondary school, especially the public high school, is established and maintained under the fostering care of the public, for the one grand purpose of giving to pupils

of from 14 to 18 years of age the very best equipment for life which their capacity in those years of development will permit, without special regard to that higher education which the colleges and universities furnish to the few who may be influenced to strive for this larger legacy. In these schools, drawing, as an element of mind training and art culture, vocal music, of much worth to far the larger number, and physical culture, by no means of little moment, if scientifically taught, must have a place.

Let us be practical. The school day is generally from 9 A. M. to 2 P. M., with one-half hour of respite at noon. These four and a half hours may be wisely divided into five periods, of fifty-two minutes each,—leaving ten minutes for change of classes. Let us give the pupil at least the moiety of one period for study. Four periods remain. It is axiomatic, I think, that it is only through continuity of study that progress is made in any subject. Experience proves that it is almost worse than useless for a pupil to carry five or six or more studies at one time, giving thought to each but two or three times a week. This was the fateful error in the report of the Committee of Ten. By this classification pupils will have four periods a day, five or at least four times a week, and will be able, if they are in good physical condition, of average intelligence, and are under the direction of wise teachers, of whom there are but few, to carry four studies.

This resolution demands that two languages beside the English, with mathematics added (four altogether), shall be predominantly and continuously pursued, in every secondary school and in college to the end of the sophomore year, and that "*no other studies shall be allowed to interfere with the preëminence of the studies thus designated.*"

This is the very climax of scholastic sectarianism. It is the baldest and boldest claim of the decade for a narrow, one-sided fetish education. It will take more than the faith once delivered to the saints to enforce this doctrine, either east of the Alleghenies, in the Mississippi valley, or across the Rockies. The spell of such witchcraft is broken. We are living in an era

of unshackled thought, of man's immortal personality, an era that no longer compels genuflexions at the altars of the ancient, simply as ancient, but one that inspires man, as an individual, to learn the use of the weapons that God has placed in the particular arsenal of his brain, and to keep them burnished and sharpened for his engagement in the conflict of life. Only that knowledge that can be assimilated and appropriated becomes real education. The discipline alone, the simple unfolding of the mental faculties is not all of education, but in the process of that unfolding the mind should garner the largest possible amount of potential useful knowledge. The lines of demarkation between those studies once lauded as disciplinary, and those scoffed at as informational, are obliterated. All informational studies are now disciplinary if properly pursued, and all disciplinary studies are informational if rightly appreciated. It was said long ago that "education is power," and power can come only through the growth and training of those talents of God's endowment; no process of man's inoculation can educate what does not exist, and it is high time that we should recognize in all our schools the inequalities of natural endowments, and adapt our instruction to the capacities of the individual child. We differentiate too late rather than too early; we crush when we ought to uplift; we discourage when we ought to inspire.

Two languages beside English, and mathematics added, the predominant, preëminent, and continuous studies in all our secondary schools! What of history, of civics, of economics? What of science, the most important, and I may say with some fear of contradiction, perhaps, the most disciplinary of all studies? Is it possible that with malice prepense, the authors of this resolution would taboo the natural and physical sciences, as too informational and not sufficiently disciplinary? Let me say with all due humility, that whoever attempts to fasten these traditional subjects upon all our secondary schools to the extent that "no others shall be allowed to interfere with their preëminence" will meet with ignominious failure.

Therefore, Mr. President, with all becoming respect for the

larger wisdom and wider experience of those who have promulgated this resolution, I beg leave to offer a substitute, and a few words in support of it, leaving my colleagues to a full expression of their own opinions, and the association to adopt that which they believe will best answer the true ends of education.

SUBSTITUTE FOR RESOLUTION FOUR.

Resolved, That in both secondary schools and colleges, such courses of study should be provided, as will offer to every student, the best advantages, within reasonable limits, for the highest development of those talents with which he has been endowed, and that to this end studies should be arranged under the following heads, viz: (1) language; (2) mathematics; (3) natural and physical science; (4) history and literature; (5) civics and economics; and further that while students should, in general, be encouraged to maintain a reasonable balance between these, the courses should be so plastic, as to permit alternative options, with a view to their adaptation to the individual capacities and purposes of students.

No one can excel me in his appreciation of the results of language study. I believe it to be fundamental to the broad culture of most students. No better instruction probably has ever been devised for the highest production of mind power, than the study of language, I may say ancient languages, and yet my experience of thirty years has taught me, that to compel all students to pursue them for any extended time leads to a discouragement that causes many to forego a good education which they might otherwise secure. Those mental gymnastics denominated mathematics are invaluable. It is an exact science, and its study by those capable of comprehending the close analysis demanded, marvelously develops the power of reasoning and acute discrimination, but shall all pupils who seem to be born without the mathematical faculty, and yet are bright in language, thirst for history and delight in science, be deprived of their share of the inheritance of all the ages?

I am in accord with what I conceive to be the motive of that

part of the resolution relating to English, yet I am far from being persuaded that good grammarians and good rhetoricians are made through the study of English *per se*.

The influence of another language to accompany the English is invaluable and everywhere recognized. In the acquisition of a good vocabulary, in the cultivation of the habit to appreciate nice distinctions in the use of words, and in the mastery of choice expression, the study of Latin is a larger factor than that of English. In the teaching of English in our secondary schools we are aping the colleges, instead of preparing pupils for them. So long as pupils enter our high schools without knowing a noun from a verb, and when no more than 25 per cent. of them can spell correctly ten words selected from the first reader of the six-year-old child, so long will it be useless for our high schools to browse in the fields of Chaucer and Addison and Bacon and Carlyle. We must abridge and then enrich the work of the common schools. We must get down to first principles, lay foundations, and let the colleges erect the superstructure. English must be taught in all classes, at all times, under all circumstances. It is just as important that the teacher of physics, of geometry, of history, be held responsible for the correct expression of his pupils as the chair of English itself.

I do not think that "grammar, rhetoric, and composition" as texts should be studied "throughout every course," but I do think there is need for us all to study English, until we tune our harps on the golden shores, and speak with other tongues.

The natural and physical sciences are claiming and of right ought to claim a larger and larger place in every curriculum of study, primary, secondary, higher. The history of education for the last twenty-five years could not be written, without a very long chapter on the irrepressible conflict between the classicists and the scientists for which there has been no good educational excuse, and which has resulted in many specific technological institutions, which ought to have been departments of our great universities. The sciences have fought their way to recognition inch by inch, on all sides opposed, traduced, abused, as mere

informational, fact dispensing, bread-winning subjects, and yet in every pitched battle they have won, because nature and its God were on their side, not on the side of the largest battalions, but of eternal truth, for the greatest study of mankind is nature—God's architecture.

And yet there are many that are not particularly profited by the study of science. It has no special attraction for them and therefore imparts to them no real growth. Such ought to graze in other pastures.

This brings me to the real essence of what I wish to say and to the central thought of the substitute I present. All secondary courses of study, all requirements for admission to college, and all courses in college should be eminently elastic, and abound in such substitutions that every pupil may find those studies whose proper pursuit will guarantee to him that intellectual grasp and and growth, which the Infinite Architect of his latent mental aptitudes intended him to secure.

Contend as you may, argue as you will, this is to be the keynote of the educational progress of the next quarter of a century. It may be a period of empiricism rather than of rationalism, but the people have decreed that this is the music the secondary schools are to march by, and the colleges will covet concord.

President Eliot, of Harvard, who has perhaps earned the title of leader in the great educational movement of the last decade, looking toward a larger choice in subjects, and more ample substitutions said:

"We need to have the admission examinations at the higher institutions of learning leveled up, while wide options as to subjects are permitted, so that pupils of different capacities may not be obstructed in their progress, and secondary schools of different tendencies may retain their freedom. What fundamental principle is clearly involved in this recommendation? It is the recognition that English, the modern languages, history, and the sciences can be made in secondary schools the vehicle of just as substantial a training for the human mind, as Latin,

Greek, and mathematics. Towards that recognition immense progress has been made within my recollection, and great progress has also been made in developing successful methods of teaching the new subjects, methods which make them as valuable training material as the traditional subjects. When we have recognized the equal value of these subjects, new and old, and have learned how to teach them all with equal efficiency, we shall find that there are too many subjects for any one youth of eighteen to compass. We must therefore have options, and wide options, in admission requirements."

President Schurman, of Cornell, in defending the departure of that institution from the traditional moorings, by the abolishment of all degrees save that of A. B. says, in reply to the anticipated criticism that this action destroys the conception of liberal culture: "Far from destroying the conception, it enlarges and revivifies it and brings it into living relation with all the intellectual and æsthetic elements of our modern complex civilization." Again he says: "The two principles which influenced Cornell to take this action were, first, the adaptation of studies to the *needs* of students, and secondly, the recognition of the natural sciences, and of modern languages and literature, and other liberal arts on equal terms with the ancient classical languages as fitted to yield discipline, culture, and education to the minds of students."

Germany, the very Nestor of the ancient classics, is passing through an educational awakening, which is destined to result in radical changes in her gymnasias, by which modern subjects will be advanced to a position beside the ancient.

The whole educational world is astir on this subject of educational values, and the consequent claims of wider options that all pupils "may run and not be weary, may walk and not faint." This stone of eclecticism in courses of study, hitherto rejected, seems destined to become the head of the corner,—and wisdom, not policy, right, not expediency, necessity, not sentiment, bid us to accept the logic of the situation. It is a part of the evolution of education, manifesting itself in the successful establish-

ment, the rapid multiplication and the remarkable popularity of the public high schools, which, keeping close to the people, and providing means for the development of the individual, are destined to become the people's colleges to the extent of furnishing opportunities for the universities to do their legitimate work, of furnishing enlarged facilities for individual research and investigation.

If Latin and Greek are to retain their share of rightfully constituted authority in courses of study and remain invaluable aids in the development of English thought and expression, it will not be accomplished through contention and in accordance with the theory that "To the victors belong the spoils," but rather as the result of a spirit of good fellowship, manifesting itself in the universal recognition of the divine right of choice, between and among those studies which unfold the laws of nature, and tell the story of man, all of which, rightly pursued, under right conditions, will eminently insure the development of the human intellect, and the inculcation of a deeper reverence for the Creator of all natural phenomena and all human intelligences.

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HIGHER EDUCATION IN THE NORTH CENTRAL STATES¹

FOR the discomforts, temporary or permanent, of a frontier life, immigrants in the settlement of a new territory are accustomed to compensate themselves with the prospect of improving their financial and social condition and the hope of elevating the condition and prospects of their children. In this hope the very first of their impulses is to make liberal provisions for education. It was doubtless the knowledge of this fact that led the framers of the "Ordinance of 1787" to declare, in memorable words, that "Schools and the means of education shall forever be encouraged." It was the same impulse that led Congress almost immediately afterwards to appropriate lands, not only for the support of common schools, but also for the support of universities. This impulse has also been the cause of the interesting fact that from that day to this, no state has been admitted to the union without congressional provision for support of schools of all grades from the lowest to the highest.

The consequence of these impulses and provisions has been that not even the material development of the middle West has been more striking than the provisions that have everywhere been made for schools and the other means of education. Attention has often been called to the fact that wherever a village arises, either on the prairie, or in the valley, or on a hillside, the most conspicuous building is likely to be the high school, to which the people point with satisfaction as evidence of their interest in this great and all absorbing necessity. To these temples of learning and pride all the paths from the lower schools converge, and from them go out ways to the various colleges, universities, and professional schools.

These conditions have borne fruits that may well cause a pardonable satisfaction in the minds and hearts of those who have established their homes in this region. The figures showing the progress that has been made can hardly be contemplated without pleasure. The people of other parts of the country are apt to think of the middle West as a

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region that must be taken into account or tolerated because of its commercial and political importance, not to say predominance, but they are not accustomed to think of it as one of exceptional educational enterprise and achievement. If they take the trouble to look at the figures, they see that while the North Atlantic division of the country, embracing New England, New York, New Jersey, and Pennsylvania, showed a population in 1890 of somewhat more than 17 millions, the population of the north central states at the same time was more than 22 millions. If they venture to pursue their inquiries further, they see that the inhabitants of this region are at the present time just about equal in number to the present inhabitants of all of the original thirteen states, and they are obliged to admit that it is not altogether singular, when a new presidential election takes place, that everybody looks to the middle West as the storm center of the contest, and that the new president, in recognition of this fact, naturally draws his cabinet very largely from the region of such preëminent importance and power.

But while these facts lie very near the surface and are open to the contemplation of every thinking man, it is not quite so easy to understand the importance, I may say the largeness, of the means that have been provided for education. Still less is there an adequate popular knowledge of what is going on in the development of high schools, colleges and universities.

Although not unmindful of Dr. Johnson's dictum that "figures are nonconductors of thought," we are obliged, however reluctantly, to admit that statistics are the only means by which we may come to an adequate understanding of the educational conditions of the middle West as compared with the East. Inspecting the table prepared by the statistician of the Educational Bureau at Washington, published in *The World's Almanac* for 1897, we find some remarkable disclosures. They doubtless contain errors, but we may perhaps safely suppose the mistakes in regard to one region will very nearly balance those of the other. We find that in the state universities alone of the north central states there are in attendance, the present year, 15,212 students; nearly a thousand more than the 14,258 in all the colleges and universities of New England. In the north central states there are also catalogued 192 colleges, universities and other professional schools, not under state control or supervision, and in these institutions the number of students is not less than 50,132. Adding these numbers

together, we find that the number of students, the present year, in colleges and universities of the north central group of states is 65,344, as compared with the 33,651 in the colleges, universities and professional schools of the North Atlantic division. In the South Atlantic states the number is 14,328. If we unite these with the North Atlantic we have in all the Atlantic states an aggregate of 47,989, or 17,355 less than the number in the north central states alone.

It is not so easy to bring together statistics in regard to the preparatory schools. For the purpose of securing such information, a note of inquiry was addressed to all the Superintendents of Public Instruction in the East, and in the north central states; but the answers to these inquiries have been incomplete. In some cases immediate and satisfactory replies were sent; in others, reference was made to tables of statistics, which confessedly do not furnish answers to the questions asked. In these inquiries, a desire was expressed to ascertain (1) the number of high schools having a four years' course in each of the states; (2) the number of pupils in these high schools; and (3) the number who last year completed such courses. As replies have not been received from all the states interrogated, I am obliged to limit my comparisons to the answers that have come to hand. In Wisconsin, Minnesota, Illinois, Iowa, and Nebraska the number of four-year high schools last year was 541. The number of pupils in those schools was 68,826. The number who completed the course, or graduated, to use a popular term, was 8951. I have been unable to ascertain how large a number of these pupils went to college, but in the state of Wisconsin, which I assume is not exceptional, of the 1477 who graduated 49 per cent., or 723, went to higher institutions of one grade or another.

These figures, interesting and even momentous in themselves as they are, take no account of what may be called the private interest that has been taken in the great educational movement. The private colleges and universities, called into existence and supported by impulses either denominational, or undenominational, add immensely to the significance of this great movement. The simple fact that within five years 11.5 million dollars have been given for the beginning of The University of Chicago, is unquestionably one of the most momentous facts in the modern history of education. Then, too, there is the great library movement, which in many of the states promises to put very considerable collections of books within the reach of every young man and woman. The Newberry Library, the Crerar Library, and

Public Library, the Marshall Field Museum, and the Art Institute in Chicago, are but magnificent tributes to this same great educational impulse. Milwaukee is now completing a public library building at a cost of half a million; and the state legislature of Wisconsin two years ago provided for the erection on the state university grounds of a state historical library building, to cost about \$400,000, and at the same session the legislature also provided for the establishment of public libraries throughout the state, which should be tributary to the influence and the power of the 146 high schools already named. Similar movements are taking place in other states.

Mention should also be made of another interesting movement. The Lewis Institute, whose gracious hospitality we are here so glad to accept, the new institute at Peoria, and the Morgan Park Academy, are all to be modeled on a six-year basis for the purpose of preparing students to enter the junior year of our best colleges and universities. This purpose is apparently the beginning of a series of schools analogous to the German *gymnasias* and *realschulen*.

These, it may well be said, are only the material side of what has been done for secondary and higher education. It will be unfair in the discussion not to inquire whether these material provisions have completely satisfied the requirements of the situation. No one at all acquainted with the facts will for a moment claim that such a question can be answered in the affirmative. The period of juvenility is always subject to juvenile diseases, but so long as the perils of teething, and whooping cough, and diphtheria, and scarlet fever continue to be no reason for abandoning humanity as a failure, so it may fairly be said that the mistakes and the inefficiency incident to the organization of educational institutions and methods are no reason for despair, or even condemnation. On the contrary, it is manifestly our duty to look the limitations and shortcomings of the situation fairly in the face, and do what we can to remove the weaknesses and improve the character of the work done.

The most dangerous, if not the most conspicuous of the weaknesses in the situation is undoubtedly a more or less prevalent satisfaction with the material provisions that have been made for the different grades of schools. We are constantly forgetting that the value of excellent school buildings and of perfect organization consists exclusively in their adaptability to bring the well-qualified and inspiring teacher into contact with the willing and enterprising pupil. When we remember that school buildings, however magnificent, and that

courses of instruction, however carefully arranged, never did, and never can educate anybody, we shall see that but a part of the work is done when all that has been named has been successfully completed. The world is full of examples to show that it is the living and inspiring teacher, thoroughly equipped for his work, and brought into immediate contact with the willing pupil, that is the great and all-important element in successful education. The world has recently been wondering how it is that the little country of Scotland, not so large or so wealthy as some of the states here represented, should have been able during the last century to make such a prodigious impression upon the world of philosophy, of science, of politics, and of letters. The secret is not in its magnificent schoolhouses, or in its carefully organized school system; it is rather in the enthusiastic and discriminating public sentiment of the land. It is that public opinion which provides its Domsie, who is everywhere looking out for the "Lad o' Pairts;" the schoolmaster who delights and enthusiastically rejoices in the flavor of Ciceronian Latin, or in the uncontrollable enthusiasm for beetles, and whose proudest boast, like that of the Domsie of Drumtochty, is the fact that in forty years there has never been a time when his school has not had a lad high in the ranks of one of the universities. It is the spirit like that which Barrie describes when he says that at Thrums, of all the days of the year, the most important and the most exciting was the one when the half dozen boys went up to the university for their competitive examination with all the rest of Scotland for the bursaries and the scholarships. It was that which Margaret Ogilvie showed when she first looked upon her infant in the cradle and pronounced him a candidate for college. It was that which so excited the whole village when the "News from a Far Country" brought back the glad word that Drumtochty still had a professor. This is the spirit which, with all the poverty of the land, has given to the world the Carlyles, and the Ruskins, and the Gladstones, and the Thompsons, and the Drummonds, and the Stephensons, and the MacLarens, and the Barries. Such men have been the fruits, not of any system of schoolhouses, or of organization, but of that spirit on the part of the people which finds its magnificent expression in the saying of John Knox, fit to be inscribed above the doors of every university, that "Ilka scholar is something added to the riches of the commonwealth."

Another danger in the situation is in the false conception, more or less prevalent, in regard to what are called "practical studies." I am

of the opinion that of all the delusions that have found lodgment in the popular mind within the past half century concerning education this one has been the most harmful. The notion is more or less prevalent that in some way or another a boy or girl can learn in school those things which will best fit them for the affairs of life. The fallacy of this supposition shows itself when we remember the extraordinary facility with which we all forget the major part of that which we learn in the processes of education. If any one of us here were to take an inventory of the remaining portions of the intellectual outfit which he brought from school, and even from college, he would probably be surprised at the meagerness of the result. We may remember indeed those lessons learned which have had a direct bearing upon our subsequent professional pursuits, but, after we make due allowance for such eliminations, we shall find the result exceeding small.

Nor is it true that the child knows what particular items of information he will have occasion to use in after life. Careful analysis pursued along these lines is likely to bring us to the conclusion that, after all, the great business of education is not the furnishing of information, but the development of the mind; the giving to the intelligence, to the perceptions, to the will, and to the judgment, such ability as will enable them to grapple successfully with any of the affairs with which in subsequent life they may have to deal. It is certainly as true as it is trite to say that it is not what the student knows, but what the student can do with any question set before him, that determines whether he is well, or ill, qualified for the work with which he will have to deal. It follows, therefore, that the great business of education, at least until the student gets well on in his college course, is to furnish the means of a well-balanced development of all the intellectual, physical, and moral powers of the student. To ascertain how these ends can best be reached is, I conceive, the most fruitful business of this association.

Another error is in the popular supposition that political salvation is to come from the common schools. God forbid that we should underestimate the importance of broad and strong foundations. Such foundations undoubtedly are the primary schools, and it is quite possible that in our care and anxiety and haste to complete the superstructure we have not been sufficiently watchful of what is going on at the bottom. I am inclined to think that not simply in the West, but everywhere in the country, the primary schools are the weakest part of our educational system. We have good instruction in the high schools,

but throughout the country there is a crying need of better organization and better instruction in the lower grades of educational work. Until the American boy of twelve or fifteen is as well trained as the German boy of the same age, we have no reason to rest satisfied.

But, however we may recognize the need of improvement in the foundations, we must never forget that the foundations are not the edifice. No nation ever was, or ever can be, safely or wisely directed by elementary education. There are two educational needs in this country of consummate importance. The first is the most general and the most thorough possible training of those who by their elevated professional positions are to be, and must be, the guides and leaders of public opinion; and the other is the great truth that the very highest service that the common schools can render is to teach the masses of the people how to recognize and how to choose and how to follow those who by a wise and comprehensive education have been fitted for leadership. Let us ever keep in mind the fact that this country was not founded and our institutions were not organized by the skill that comes from the common schools. It was great learning and great wisdom and great character that gave us the constitution and the marvelous organization of that government of which we are so justly proud. It is only by the same means that these benign institutions are to be perpetuated and strengthened; and it is because of this fact that whatever other necessities temporarily confront us, every grade of education from the lowest up to the highest must have the constant and unwearying support and encouragement of all the forces of the state and the nation.

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DISCIPLINE vs. DISSIPATION IN SECONDARY EDUCATION

I ENVY the perennial youthfulness of heart of those who come up to the discussion of large educational problems year after year with unabated zeal. I recognize the necessity of the work. Though we cannot hope to mold opinion or shape practice into perfect accordance with our own best insight and judgment, every judicious and well-weighted utterance does something perhaps to stem the rising flood of incoherent and irresponsible gabble that threatens to submerge us all. And so, recognizing how little we can achieve, we must nevertheless devote ourselves to the accomplishment of that little. Two things prompt these pessimistic utterances. First, the sheer multiplication of hasty unconsidered discourse designed simply to fill the programmes of our meetings and the pages of our too numerous educational journals; and second, the fact that behind the clamorous babel of contending opinions there is an opposition of interests which it is idle to dissimulate. The first condition makes it almost impossible for serious and thoughtful utterances to receive the consideration and attention that they merit. If published, they are lost in the deluge of unread printed matter. And in the oral debates of our educational congresses my observation has been that, after a few hours of strenuous discussion, the weariness grows so great that the audience thankfully welcomes any diversion in the way of irrelevant rhetoric, humorous display of character or ingenious retort, and those who have the skill to entertain their tired fellows in this way rarely resist the temptation to employ it. But the general theses debated in our educational gatherings are almost always ambiguous in expression and application, and require to be narrowed down to their precise practical meaning and effect by a severe and conscientious dialectic. The natural impatience of the human mind makes this task of distinguishing, discriminating, and defining, difficult enough. Disloyal or capitious polemic insisting on lapses of an opponent which do not effect his main contention, bursts of inopportune eloquence, amusing digressions, and elaborately figurative language, make it quite impossible. To object to these things singly at the moment is ungracious ped-

antry. In their joint operation they are the cause of the futility of so much of our educational discussion. It would be invidious, perhaps, to do more than touch on the other consideration, the opposition of personal interests that underlies much of our dissidence, yet perhaps it is better to acknowledge and face our temptations than to hide them in unctuous commonplaces about the *commune vinculum* of all higher intellectual pursuits. The multiplication of departments in our larger universities leads to what, blink it as we may, is a virtual struggle for existence, and competition for endowments, fellowships and students. And this, by a traceable chain of causation, affects opinion and discussion concerning the curriculum of the high school and the early years of college. If a subject is not taught in the high schools, and in the freshman and sophomore classes of colleges, the opportunities of graduate students and the inducements to undertake graduate work in that department are thereby limited. I would not for a moment suggest that this motive consciously determines the educational views of any of us. But two stubborn facts remain. The obvious and importunate interest is there, exercising its continuous pull; and the educational debates of the last few years have more and more centered about pleas for the introduction into the high school, or early collegiate years of studies hitherto confined to the senior and junior years of college, or to the graduate school. The recognition of these subjects in the higher education has been won, and with the prestige of that victory they move forward to the conquest of the secondary school. The obvious answer is that this is a natural and inevitable development of the spirit of progress and democracy, and that personal or interested motives have precisely as much or as little to do with it, as they have with the pertinacity of the professors of Latin, we will say, in defense of their profitable monopoly in the earlier years of the educational system. I grant that this is a perfectly adequate *tu quoque* retort. My object, however, is not recrimination or the imputation of self interest to any party. But as the student of psychology or sociology is introduced to his subject by a consideration of the special forms of illusion, bias, or prejudice, that are likely to embarrass his progress, so, in approaching this delicate and difficult problem, I desire to have clearly present to our minds the peculiar obstacles that stand in the way of a perfectly judicious and impartial solution.

The fundamental educational issue to which this way of approach

has brought us is that of the affirmation or denial of the modern thesis that all studies are essentially equal. Now this proposition, like the axiom that all *men* are born free and equal, I hold to be hopelessly equivocal. It can be properly discussed only by means of careful definitions and distinctions. It starts of course with the rhetorical advantages of its association with "liberty, equality, fraternity," progress, evolution, regard for the individual, rejection of narrow mediaevalism, and many other commendable words and phrases. But I am going to assume that while this audience retains enough of the original Adam to enjoy good rhetoric, its opinions are not necessarily determined thereby. I believe that all departments of study are or should be equal before the president and board of trustees of the university, and in the esteem which the public entertains for their trained and highly specialized representatives, just as I believe that all *men* should be free and equal before the law and in the enjoyment of the courtesy and consideration due to our common humanity. I will admit that all studies do, or at least may conceivably, yield equal intellectual discipline to those who with adequate previous preparation pursue them systematically and scientifically to the attainment of a reasoned mastery. I will grant, too, that, just as in literature or art, *le chef d'œuvre vaut le chef d'œuvre*, and we cannot wisely say that the great symphony is inferior to the great poem or the perfect statue to the perfect picture, so also regarded merely as material of construction in humanity's palace of art and science, considered merely as knowledge or information, the *matter* of one science is, in its own place, and as an indispensable complement of our total conception of the universe as worthy and as significant as that of another. But even the sonorous eloquence to which we have had the pleasure of listening today fails to convince me that these propositions, taken singly or collectively, amount to a proof of the precise thing which was to be proved by the advocates of the doctrine in question, namely, that all studies which have obtained a lodgment in the graduate schools of our great universities are of equal educational value in the first half of an eight years' course devoted to non-technical and non-professional education.

Another plausible prepossession with which much rhetorical play can be made before popular audiences is the demand for fuller recognition of the idiosyncrasy of the individual student. The intellectual aptitudes of boys are as diverse, we are told, as the color of their hair

and eyes or the shapes of their heads. It is a cruel wrong and a stupid misapplication of faculty to set Tom Tulliver to conning the Latin grammar while all his mechanical cleverness and capacity for affairs are running to waste. It would be easy to quote volumes of indignant eloquence to this effect. But let us keep to the point. We are not talking of life in general (our students *live* outside of the school), nor of education in general, nor of preparation for life in general, nor of boys who ought to receive a good common-school or high-school education and then pass through the business college or technical school to their trade or profession.* We are not prescribing for the genius who, without ever crossing the threshold of either college or academy, rises to the control of the railroad systems of a continent or learns to sway listening aldermanic councils by his eloquence. Nor for the genius of another type, who is imperiously impelled from his earliest years to carve, sing, or paint, and is recalcitrant to all our formal discipline. We are speaking solely of the wisest choice and grouping of studies in a curriculum designed for the limited number of those who can profitably devote eight years to non-professional education. And, speaking with this limitation, I totally deny the coincidence of an *incapacity* to learn elementary mathematics and master by scholastic methods the elements of one or two foreign languages with the *ability* for the serious prosecution of other studies. The contrary opinion will always enjoy a superficial popularity. We like to imagine that the depths of our own personalities are truly abysmal, and, like the hypochondriac old ladies of *Middlemarch*, we are pleased by the deference shown by our physicians, whether of the body or of the mind, to the phenomenal peculiarity of our own constitution. There are doubtless dull and lazy boys incapable of concentrated attention and consecutive thought who cannot or will not learn their algebra or geometry, and who are flattered by the illusion of progress which the less definite and precise tests of some other studies permit them to cherish. There are dreamy boys with a pretty taste for poetry, history, and romance who if encouraged will rush to cull the flowers of a superficial literary culture, neglecting the laborious cultivation of the roots. There are boys like Martin the madman in *Tom Brown*, with a fancy for collecting plants and gathering a menagerie about them, who can doubtless derive much pleasure and pick up some information by unsystematic cultivation of the field of the descriptive and classificatory sciences. I admit, too, that

genius for the higher mathematics and the peculiar verbal memory that leads to polyglot facility or great philological attainment are rare and special gifts. But the boy who cannot learn elementary algebra and geometry, and can master the logical methods of the exact sciences, the boy who cannot learn to construe a modicum of Latin and French and *understand and enjoy the author he reads* in the process, but who is endowed with a mysterious precocity for psychology, sociology, political science, and history—that boy is either an educational myth or a malingerer who would be very much amused to find us taking him so seriously.

Before passing from this preliminary survey of the chief popular prepossessions against the principle of the resolution before us I wish to make a few reservations with regard to its wording. "Preëminence" does not mean exclusive dominance, as some of the speakers seem to think. The demand for six years of mathematics need not mean six years of pure mathematics, but may well include two or three years of equally severe discipline in the fundamental exact science physics, and perhaps in the elements of astronomy. When the essential principles of practical grammar and rhetoric have once been mastered, that portion of the instruction in English should henceforth be given incidentally in connection with the criticism of the *English essay*. The requirement of the formal study of English literature may reasonably be somewhat relaxed in the case of students who elect both Latin and Greek, and who, if properly taught, will get much of their training in both English and literature through the classics, a topic I have developed elsewhere and cannot enlarge upon here. In short, the principle of the preëminence of English, mathematics, and two foreign languages simply means that serious continuous work along these lines must not be interrupted by experimental attempts to find a place in the curriculum for the ten or fifteen departments that are descending from the university to compete in this arena. Thus far the majority of the supporters of the resolution would probably concur with me. In a further reservation that I must make I regret to go counter to a large and respectable body of opinion. It is this: I would substitute for "high school course" *preparatory collegiate course*. For students whose education ends at the age of eighteen or earlier I should perhaps make the second language and all mathematics beyond elementary algebra, geometry, astronomy, and physics optional. And, while I should insist even for them on some central core of disciplinary

study (without which I hold it to be axiomatic that information will simply prove misinformation and mental deformation), I should be inclined to make concessions to the alleged popular demand for obviously practical and informational courses. I should endeavor, however, to postpone the beginning of the divergence between these two courses of study at least till the end of the first year of the high school. And even then I should so limit it as to reduce to the practicable minimum the difficulties of readjustment in case of a change of plan. But the simplest common sense shows the necessity of some divergence in preparation for alternative types of education? Nor can I feel the justice or cogency of the claim that we ought to deny to all students the intellectual economy of the nicer adaptation in order to relieve the few who have neglected to plan or have erred in their choice, of the comparatively slight burden of the readjustment of their work. I am, indeed, amazed at the intensity of apparent conviction and the tenuity of justifying argument with which this cry for an identical education for all classes of students is vociferated from many quarters. The colleges, we are told, must not prescribe but conform to the high schools; the educational edifice should not be constructed from the garret down. But the fact is that it is the unwiser representatives of the high schools, who by declining to recognize and provide for the needs of a perfectly practicable classification of their own students are trying to prescribe limits to the future work of the colleges. And if we must be figurative and architectural the pertinent parallel is that of the builder who, having a four-story and an eight-story edifice to erect, refuses to put into the foundation of the taller structure the steel rails and cement that are needed to support it in a soft and yielding soil.

The practical difficulties of establishing and keeping up two parallel courses are greatly exaggerated. They tell us that they cannot afford to maintain a preparatory collegiate course which will involve two or three extra classes and in the same breath propose to meet the needs of the individual student by adjusting themselves to every caprice of special aptitudes discovered in himself by any boy who grows weary of mathematics and construing.

I and my friends fitted for Harvard and Yale in the old Chicago High School side by side with other friends pursuing a partly different course. The additional expense to the institution was slight. The *ipse dixit* of those in authority will not convince me that it is or ought to be prohibitory, and the difficulty of supplementing or adjusting the

work of the school to meet the demands of the colleges is not serious to any boy possessed of sufficient intelligence to be a desirable recipient of a college education. Much loose declamation on this theme goes unchallenged, and telling points are made against the colleges by comparative tabular views of their varying requirements. But all this comes from looking at the matter in a purely mechanical and external way—from the point of view of a candidate who, conscious that his scholarship has no solid foundation, pores over catalogues and examination papers in order to ascertain which net he is most likely to slip through by a combination of judicious cram and happy accident. I grant that greater uniformity in minor requirements is desirable, and that the examination test is by no means infallible; but, speaking broadly, the boy who is really fitted for any first-class college in mathematics, Latin, and English will get into any other. Whatever the catalogues may say, the colleges are not really asking each for a special and peculiar brand of Latin, mathematics and English. They are only too happy to admit the boys who show real intelligence and grasp of the essentials. The claim that all high-school graduates ought to be able to walk into any college "as into a mill," as the French have it, I reject *in toto*. Such a principle would simply foster the growth of an educated proletariat. We college professors naturally find our account in large classes. But it is not necessarily the interest of the nation that large numbers should go to college instead of receiving the education of the technical school or business college or that of practical life. The higher interests of the nation demand only that the college education prove effective for those whom opportunity or aptitude mark out for its fit recipients. The remedy for false tendency and misdirection in these matters is not to debase the peculiar type of college education by mistaken concessions, but to give a sound practical education in the public high schools, technical schools, and manual-training schools to those who desire nothing more, and preserve the colleges as the nurseries of the higher intellectual life of the nation. "But why," my opponents will impatiently ask, "why this perpetual question-begging assumption, that these particular studies will, beyond all others, foster the higher intellectual life of the nation?" Let me again point out that the assumption is not so broad as this. There is no claim of an absolute and metaphysical superiority for these studies. It is merely affirmed that experience shows that they supply the best attainable discipline in the first half of the curriculum which is *ex hypothesi*

non-professional and extends over eight years. There is no lack of familiar arguments to support the proposition thus limited. I can only glance at the more important here. In the case of mathematics I presume the point need be argued only for form's sake. I need hardly enlarge on the disciplinary value of mathematics in fixing a wandering attention and accustoming the mind to following and retaining long chains of exact reasoning. Nor need I labor the point that so much mathematics as is here contemplated is an indispensable propædæutic of any study of the sciences that goes beyond herborizing and the collecting of butterflies. Nor is any one likely to deny the value, merely as information, of a knowledge of algebra, geometry and the elements of mechanics and astronomy. And the adaptation of mathematics to precise methods of teaching and testing is a truism. The objection that practical life requires only a little ciphering does not lie in the mouths of the representatives of high-school and collegiate education. For we all know that if practical life means accumulating a million, or bossing a city council, then practical life does not require even a high-school education.

The real issue, then, is the question of language. I have already indicated that I should favor a minimum of one foreign language for an education that ends with the high-school. It remains to argue that the conditions of our higher intellectual life make a minimum of two foreign languages an indispensable staple of the earlier years of a liberal education. We cannot demonstrate such a proposition geometrically. But we can lay down a few postulates and exhaust a few alternatives. One foreign language seriously studied is of course absolutely necessary. Without that no man can understand the general logic of language, the structure of our own derivative and highly composite idiom, and, what is perhaps hardly less essential in this age of cosmopolitan literature and frequent translations, the very meaning, capacity and limitations of translation from one idiom to another, and the mutual influences and interactions of related and associated literatures.

The claims of a second language must rest on other than these general disciplinary values. They are not hard to discover. Nothing but imperious necessity can justify the omission of Latin. But if Latin is elected, the student can hardly dispense with a firm grounding in at least one great modern language by way of introduction to our cosmopolitan and complex modern world of thought, even if we

assume that he may safely be left to pick up a working knowledge of others in later years. On the other hand, if we concede to imperious necessity the omission of Latin it must mean extreme specialization in the physical sciences. For specialization in the historical and philosophical sciences without Latin would be an absurdity. But the specialist in the physical sciences surely needs both French and German as tools. And if he is to have anything deserving the name of a liberal education, he must push beyond the command of these languages as tools to the study of German and French literature. On either alternative then we get a minimum of two languages. Such formal reasoning will not go far to persuade those who are not already convinced. But, indeed, I am embarrassed by the obviousness of my main contention, when once misunderstandings and prejudices are cleared away. And in the few minutes that remain I must limit myself to a brief indication of what seems to me the central misconception of those who declaim against the prominence assigned to the scholastic study of language in youth.

It has become a wearisome commonplace of recent psychological and pedagogical literature to urge that the study of words without things impairs the vigor of the mind, that thought depends upon sensation, and that we must lay a firm foundation in perception and observation before we erect the superstructure of reflection. There is a mob of writers in the educational journals where entire stock in trade is the repetition of these truisms. The Boston school children who had never seen a cow or a pig are made to point many a pedagogical moral and adorn many a psychological tale. Perhaps the flower of this literature is a recently published quaint jumble of secondhand physiological psychology, pedagogy and literary gush of which the main thesis seems to be that the supreme genius of Shakespeare was in large measure due to his familiarity with the wild flowers about Stratford-on-Avon. Now I have not a word to say in disparagement of the kernel of obvious truth contained in all these platitudes. And it may be that in some quarters there is need of this reiteration of the self-evident. But there is another aspect of the mental life which these repetitious denunciators of what they call a verbal and bookish education ignore. The reflective faculties no less than the perceptive may be atrophied and their development stunted by lack of exercise in the plastic years of youth. It is axiomatic that the abstractions of any given subject should be presented only after the corresponding concrete perceptions

have been acquired. But it by no means follows that a healthy child of ten is better employed in testing the starch of potatoes with iodine, or in building geometrical block houses than it would be in learning to read and cipher. If thoughts without intuitions are empty, intuitions without thoughts are blind. In three cases out of four the iodine game will deposit in the child's mind a memory image of blue and nothing more. The children of all but the totally disinherited classes derive from the inevitable experience of life a quite sufficient stock of sense impressions with which to begin the discipline of the intelligence. The neglect or undue postponement of that discipline for the sake of building up an unnatural and artificial sense experience is a dubious educational experiment and not a postulate of sound psychological and scientific method as it has been pompously proclaimed. What constitutes the difference between the young Englishmen who go out from Oxford or the civil service examinations and the barbarians they dominate, often their superiors in quickness of perception and in many attributes of the physical man? What is the difference between a physically vigorous and alert modern laborer and one of the leaders of modern civilization? It does not lie mainly in keenness of sense perception or in the store of sense memories. It lies in the subtle and often distorting elaboration of sensations and sense memories in the mind, in the establishment of a vast network of connecting relations between them. It is the extent, the delicacy, the precision, the just and exact functioning of this correlating internal mechanism that distinguishes the civilized and effective man. Even in the field of the physical sciences it may be doubted whether the educational shibboleths of the hour are not working harm by this rhetorical exaltation of sense perception above thought. I have been told by thoughtful men of science that it is quite as possible to have too much laboratory work as too little; and that much of the "experimenting" done by American high-school and undergraduate students is essentially of the nature of kindergarten play. The great discoverers have often been awkward manipulators, and despite the contrast so often thundered in our ears by the official orators of science between the moderns who experiment with things and the ancients who spun the world out of their inner consciousness, it would appear, if my informant has not misled me, that discoveries are still made as well by "intending the mind" as by staring at a test-tube. The testimony of the leading men of science in the Royal Society is that with advancing mastery their "mind stuff" comes

to consist less and less of clumps of sense images and more and more of symbols and fine-spun threads of relations. Now all this is no argument against the early education of the senses, or against furnishing the youthful mind with a good stock of vivid sense images and concrete experiences. If, like the Boston school children, your pupils will not confess to having seen a cow, let them go and look at one on the first opportunity. And if, to quote the report of a noted kindergarten, they have never "observed the softening effect of water on vegetables," get the cook to demonstrate it at her earliest convenience.

But while we are educating the central nervous system in the reception and retention of sense images, let us see to it that we do not let slip the few short years in which it is possible to establish lines of intellectual relations between sense images, and gradually elaborate the raw material of thought into the higher more economic and more effective form of ideas. A man who is incapable of apprehending a nice distinction or grasping a general proposition is surely as unsatisfactory an educational product as a child that has never applied the iodine test to potatoes. And we shall woefully multiply the number of such stunted intelligences if in obedience to the demands of a fanciful psychology we postpone all serious exercise of the higher intellectual powers until the child is supposed to have acquired the sensational elements of all arts and sciences. For the hardening brain that has begun to set and take its ply opposes quite as much resistance to the opening up of new lines of internal communication as to the reception of fresh impressions.

Now I know not what wrongs they suffered in youth, the gentlemen to whom the praise of language and the study of language is as a red rag to a bull. There is no lack of bad teaching in the world. But I know that the scholastic study of languages accompanied by the translation and close interpretation of good literary texts is on the whole the best educational instrument at our disposal for the stimulating and development of those higher mental activities on which I have been dwelling. It is a daily and hourly exercise in mobilizing, synthesizing, refining and elaborating, coloring with moral and æsthetic associations, and correlating in countless ways the raw material of our limited personal experience.

Every transparent etymology on which the student's eye falls as he turns the pages of Lewis and Short or Liddell and Scott, every curious derivation explained by the teacher to relieve the tedium of class-

room drill is a lesson in psychology, a concrete illustration of the associational processes by which the human race has in fact built up out of sensation the entire superstructure of moral and spiritual ideas. Every hour spent by the student in improving the accuracy or elegance of his version is, apart from its practical service in mobilizing his English vocabulary, an unconscious philosophic discipline in the comparison of two sets of conceptual symbols and the measuring against each other of two parallel intellectual outgrowths of the one sensational root of all our knowledge. Every time the student is corrected for washing out in his translation some poetic image found in the original he receives a lesson in the relation of the symbolizing imagination to thought. As often as he discusses with the teacher a word for which no apt English equivalent can be found he acquires a new concept and a finer perception of nice distinctions. Whenever an apparently grotesque or senseless expression is elucidated by reference to the primitive or alien religious or ethical conception or institution that gives it meaning he receives a simple, safe and concrete lesson in comparative religion, ethics, folk lore, anthropology or institutional history as the case may be. And as often as he is forced to reconsider in the light of the context the mechanically memorized meaning of a word or phrase he has impressed upon his mind the truth, which the student of the more rigid working formulas of the physical sciences is so apt to miss, that words are not unalterable talismans, but chameleon-hued symbols taking shape and color from their associates. The effect of this kind of discipline is unconscious, insensible and cumulative. It cannot of course cancel the inequalities of natural parts; it cannot take the place of practical acquaintance with life and accurate knowledge of a special trade or profession. But pursued systematically through the plastic years of youth it differentiates the minds subjected to it by a flexibility, delicacy and nicety of intellectual perception which no other merely scholastic and class-room training can give in like measure.

This scholastic study of language, through the careful interpretation of selected literary masterpieces, is a totally different thing both from mere gerund-grinding and the acquisition by conversational methods of the courier's polyglot facility. It is essentially a study of literature—a fact overlooked by those who declaim against language while protesting their devotion to literature; and it is the only form in which literature can be taught to young students that offers serious

guarantees of the indispensable accompanying discipline. It trains the intellect in close association with the sense for beauty and the sense for conduct as no other studies can. It is the method and not the particular language chosen that makes such study a discipline in the humanities. Nor can the omission of such humanistic study in the formative years be atoned for by crowning the edifice of pure physical science with a brand-new scientific ethics, æsthetics, sociology, and pedagogy at the close. The iridescent threads of cultivated and flexible æsthetic and ethical intuitions must be shot through the intellectual warp of the mind at the loom. They cannot be laid on the finished fabric like an external coat of paint. The student who between the years of twelve and twenty has thrilled at the eloquence of Cicero or Demosthenes, has threaded the mazes of the Platonic dialectic, has laughed with Aristophanes, has pored over the picturesque page of Livy, or apprehended the sagacious analysis of Thucydides, has learned to enjoy the curious felicity of Horace and the supreme elegance and tender melancholy of Virgil, has trembled before the awfulness of the clash of destiny and human will in the drama of Æschylus and Sophocles, has been cradled in the ocean of Homeric song, or attuned his ear to the stately harmonies of Pindar,—the student, I say, who has received this or a like discipline in the great languages and literatures of the modern world, has insensibly acquired the elementary materials, the essential methods, and the finer intuitive perceptions of the things of the spirit, on which all more systematic study of the mental and moral sciences must depend.

The student who approaches these subjects without this preliminary training in language and literature is so lacking in the sense for the apprehension of their nicer phenomena and subtler laws that it is impossible even to explain to him where his deficiency lies. He has not mastered the grammar of their expression or the elementary logic of their method. Nothing less than the absolute necessity of taking the time for more essential things could justify the omission of this humanistic preparation for specialism in the only years in which it can be successfully assimilated by the mind. There is no such necessity. The opponents of the predominance of language and mathematics in the years under consideration are at present agreed only in combining against that predominance and in pleading each for the introduction of his own hobby. They have no equally definite, difficult, and disciplinary subjects to substitute, and if we concede their principle of the equality of all studies, the educational Canaan which they prophesy

may or may not be entered by posterity, but we shall certainly wander more than forty years in the wilderness.

The place now occupied by languages and mathematics is not needed by the experimental sciences. It is still possible, though languages and mathematics (including physics) predominate in the first six years of the course, to lay a sound foundation in physics and chemistry on which to build up in the later years. The claims of the mental and moral sciences to the place have recently been pressed by very able men. It is hard to take them seriously. If these studies are to be pursued in the light of history and experience and not constituted *a priori* with the aid of strained analogies borrowed from the physical sciences, they demand, as we have said, at least so much of the logic of expression, so much of the analysis of the forms and instruments of thought, so much practice in the great art of interpretation of texts and contexts, so much flexibility of mind resulting from familiarity with various ideas in various dress, so much acquaintance with the best that has been thought and said in the world as would be given by six years of continuous study of language and literature in youth. In fine, this pressure from above, that threatens to disorganize our secondary education, has not come, I believe, from the intelligent representatives of the exact physical sciences or of the old established historical sciences. It is exerted chiefly in the name of a confused and rhetorical ideal of a scientific and progressive education in which the less exact physical sciences and the younger and as yet imperfectly constituted mental and moral sciences are to hold the leading place. This grouping, which may or may not represent for the pioneers on the frontiers of exploration the method of progress, will be productive of nothing but confusion in secondary education. Its triumph here would mean the survival as the dominant type of western scholarship, of the superficial, rhetorical, boisterously radical, self-styled progressive, precocious, pragmatical all-knowingness, that even now threatens to make certain classes of our young people traduced of other nations. Let us hope for better things.

PAUL SHOREY

UNIVERSITY OF CHICAGO

OUTLOOK NOTES

THE readers of the SCHOOL REVIEW do not need to be informed that there is now in progress an earnest movement for bettering the evils connected with entrance requirements

**UNIFORM COLLEGE
ENTRANCE RE-
QUIREMENTS**

to colleges. The difficulties in the way of accomplishing anything in this direction have been so great that up to within the past two years educators have yielded to a feeling of impotency and allowed matters to drift along, not indeed without occasional vigorous protest but without any organized attempt at improvement. The appointment of the joint committee of the Department of Higher Education and the Department of Secondary Education at the meeting of the National Educational Association in Denver in 1895 proved the beginning of a greater movement than was at that time anticipated. The committee has found the educational public ready for action. How great the general interest is is sufficiently indicated by the importance given this topic in the various educational gatherings of national significance. During the present year the three great associations of colleges and preparatory schools in the East, the Middle States, and the Northwest have made this topic practically the only one for consideration at their annual meetings. The national committee has, moreover, been successful in enlisting the services of great bodies of specialists in the several departments in a way that more than meets its highest expectations. The American Philological Association has appointed a committee at the request of the National Committee on College Entrance Requirements to report upon the subject of college entrance requirements and courses of study in Latin and Greek; the Department of Science of the National Association is working upon the courses of study in science; in December the Modern Language Association of America voted at its annual meet-

ing to appoint a committee of twelve to investigate for the subjects of French and German along the lines laid out by the national committee, and, moreover, voted the sum of \$100 for the necessary expenses of such an investigation; the American Historical Association is coöperating in regard to history; thus the best, most scholarly, and most conservative bodies in the country are all engaged, in a businesslike way, in attacking this problem.

On the surface, the difficulties seem to be innumerable, in reality, the fundamental difficulties are few. These innumerable surface difficulties are insuperable obstacles. They cannot be removed. There are so many conflicting interests that a harmonious compromise is undoubtedly out of the question. The appalling evils that now attend the articulation of our secondary and higher education are not to be removed by a little change here and a little change there. The fundamental problems must first be grappled with. The national committee and its associates in these various bodies must, in their final report, if it is to be of permanent value and to contribute to the development of education, face more squarely than anyone yet has done the problem of the twentieth century. We have outgrown our old clothes. It is time to stop patching them and letting them out and get a new suit that fits. It is time to recognize fully, squarely, once and for all, the adjustments forced upon education by the economic, social, and scientific developments of the last half century.

Some there are who gravely wag their heads, or smile derisively, when the question of uniform entrance requirements is broached. Others declare that uniformity is undesirable; that each college or university ought to preserve its individuality. A sufficient answer to this is that the individuality of no institution, of no soulless corporation is worth a farthing if, in preserving it, we must crush out the individualities of men and women. And yet, uniformity is not only impossible but it is undesirable,

not for the sake of the institutions but for the sake of individuals. How are we going to fit students for four or five different courses in four hundred or five hundred different institutions?—that is the problem which confronts the secondary teacher. The secondary curriculum is crowded and there are constant demands, some of them righteous demands, too, for the introduction of new subjects of practical and social importance. The high schools, particularly, are ground between the upper millstone of college requirements and the nether millstone of the practical demands of the great public. Some years ago the natural sciences were knocking imperiously at the high school door demanding admission. They were the new studies then. They got in. Since that day there has grown up another group of studies which might be called the social sciences, and they too are knocking for admission. They are beginning to edge their way in. Their claim for admission is quite as good as that of the natural sciences, possibly better, but the sufficient answer is that there is no room.

These conflicting demands have brought on a lively discussion as to relative educational values. Is Latin better than Greek, or Greek better than French, or French better than mediæval history, or mediæval history better than solid geometry, or solid geometry better than botany, or botany better than civil government, or civil government better than physics? To what extent is each good and why? The discussions of these problems are interesting dialectical diversions, but in listening to them and hearing them one cannot help wondering now and then whether he has not stumbled into a gathering of the old school men on the banks of the Styx. Their problem as to how many angels could dance at the same time on the point of a needle seems intensely practical and valuable in comparison with some of the discussions of educational values.

The intellectual world is now too broad for uniformity in the narrow sense, as it is too broad for anything else than uniformity

in the wide and comprehensive sense. Obviously the ideal must be that every school shall be able to fit any pupil for anything. The educational value of any given subject depends, of course, upon a given pupil and a given aim, and it also depends upon the method by which and the extent to which it is taught. These latter are determinate quantities. It is perfectly possible for school men to come together and decide how much of a given subject ought to be taught, fully recognizing the fact that to many pupils it ought not to be taught at all, but that, when taught, it should be taught so as to be of real value.

Without further preliminary I will state somewhat dogmatically certain fundamental principles upon the recognition of which it seems to me the successful termination of the present agitation wholly depends. These are: First, the absolute abandonment by colleges and universities of the theory that any subjects are indispensable for admission, unless it be the one subject of English. Second, the introduction into the secondary schools, as well as into colleges and universities, of the group system of electives and the entire abolition of courses of study. So long as we have the school curriculum represented by one system of mechanical puzzles and the college curriculum represented by another set of mechanical puzzles, the task of making them meet will remain impossible. The adoption of these two principles removes the difficulties without introducing any confusion into our educational system. It does not mean the abandonment of Latin. It means that Latin would still be required for certain groups of studies in college or university, and that, therefore, students with certain aims would take Latin even more certainly and enthusiastically than they do now. It does not mean the abandonment of sciences, but means rather the full recognition of sciences; the recognition of the fact that for many students science may be of far greater importance than language or history. It does mean a great deal more attention in all schools to the problem of the individual rather than to the

problem of the mass. It means the planning of individual courses of study from the beginning of the high school with much care and forethought, with the knowledge that if certain studies are to be pursued later in the college or university the requisite preliminaries must be taken in the academy or high school. It means, probably, more personal consultation with pupils on the part of principals.

In carrying out this programme it would be perfectly feasible, and indeed highly desirable, that there should be a general agreement as to the minimum entrance requirement. This minimum entrance requirement might be so low, and indeed probably should be so low, that every institution which ten years from now should have the legal right to the name of college, could require it. That it should include a certain amount of mathematics, a certain amount of English, and a certain amount of one other language, probably all would agree. It would be practicable, furthermore, and desirable, and indispensable even, that an agreement should be reached as to just how much and what Latin, Greek, science, history, French, German, psychology, political economy, and so on, should be studied if it were to be offered as a college entrance requirement. It would be practicable to attain a general consensus of opinion as to what studies should be considered indispensable preliminaries to certain higher studies. These things, once agreed upon and settled, it would not be difficult for a principal to mark out a course of study for each individual student which should avoid the scrapiness that is far too general and characteristic at present, and would at the same time tend to fit that special pupil in a high degree for the specific aim and purpose he had in view. The argument against this is, of course, that it means "premature specialization." But just what does "premature specialization" mean? And does it mean today what it meant yesterday?

CHARLES H. THURBER

THE HOLIDAY CONFERENCE OF 1896

THE twelfth annual conference of the Associated Academic Principals of the State of New York, held at Syracuse December 28-30, is universally admitted to be the most successful in the history of the organization. The membership roll reached nearly 300, and the discussions were definite and to the point.

A new and very pleasant feature was the reception at Crouse College tendered by the Faculty of Syracuse University on Monday evening. The entertainment was highly creditable to the university. In addition to the social feature an excellent lunch was daintily served by the young ladies of the university, and a well rendered musical programme was enjoyed by all as they strolled through the spacious halls and felt that the secondary and higher institutions of learning were not so far apart after all. The estimated attendance was 300. It is hoped that the university reception will be a part of future meetings.

The real work of the conference began Tuesday morning at the high school when President John G. Allen, of Rochester Free Academy, called the principals to order at 9:30 and, after a word of welcome, proceeded to deliver his address, which is here given in full:

"Get a mighty firm grip on the gavel, my man;
Hold the long-winded speakers to time;
Keep a curb on your tongue, 'tis an excellent plan;
Makes a second-rate president prime."

The report of standing committees was then called for. The committee on legislation showed how, through its work, thousands of dollars had been saved to the schools of the state by securing the enforcement of the "Horton law;" other work of great value had also been done. The executive committee reported the programme as printed. Under miscellaneous business several important resolutions were passed, two of which were the payment of a salary of \$25 to the secretary; the introduction of papers for opening and closing discussions. At the close of the miscellaneous business the president announced the first topic for discussion:

What books are most stimulating for literature work, and how should

they be studied?—The discussion was opened by Dr. Richard Jones of the Regents' office, followed by Principals Wickes, Sheldon, Lovell, Miller, Hayden. The discussion showed careful thought, and resulted in some definite suggestions which cannot help but be of great value to the schools. Dr. Sheldon was at his best in this discussion, and urged the cultivation of the imagination, as did Principal Wickes.

The high school teacher's equipment was the second question discussed. Dr. Albert Leonard opened the discussion with an excellent paper, and was followed by Principals Ottaway, Robinson, Baker, Sheldon, Lyttle. Dr. Robinson scored a point that was appreciated when he said that the colleges were requiring a standard in English that they had never been able to maintain themselves. Dr. Sheldon said that in estimating any teacher he would give five points to the man, three to the teacher, and two to the scholar. It was a great mistake to think that any educated person was a teacher any more than he was a doctor or a lawyer. The rest of the forenoon was given up to the consideration of the

Duties of principals under the compulsory education law.—Principal Hood opened the discussion with an excellent paper upon the humanitarian treatment of the boys and girls, many of whom were to be pitied rather than blamed. Principals Farr, Miller, Sheldon, Baker, Boynton, Kinney, and Superintendent Blodget, and Mr. Wright of the Department of Public Instruction, took part in the discussion. There seemed to be some misunderstanding of the different speakers who were agreed as to the seriousness of the offense of truancy, but differed as to methods for its curtailment.

President Allen then appointed Principals Norris, Lovell, and E. E. Smith as nominating committee.

The afternoon session was given up to the discussion of two questions and to group meetings, the latter a new and desirable departure from former meetings. Principals Cheney, Lovell, King, Clark, Ver-rill, Filer, Graves, Wickes, Bassett, discussed the question of the decline of reading and spelling in our schools, at the close of which Principal Baker offered a resolution to the effect that our boys and girls read and spell better now at ten years of age than they did twenty-five years ago at fourteen. It was referred to the committee on resolutions, but not until it had occasioned much amusement. The second question,

How to deal with delinquent, negligent, and careless pupils, was

opened by Principal Armstrong, and was followed by Principal Whitbeck and others. At the close of this discussion the conference divided up into three groups for the discussion of the following questions: (a) Teachers' Training Classes, (b) The Shortening and Enriching of the Grammar School Course, (c) The Best Way of Teaching Composition writing. Mr. A. S. Downing, of the State Department, presided over the first; Dr. Wm. J. Milne, of the Albany Normal College, over the second.

Tuesday evening President Jacob Gould Schurman, of Cornell University, addressed a joint meeting of the academic and grammar school principals in city hall upon the subject, "College entrance requirements and the high school curriculum." No abstract can give any idea of this address. It was pedagogical, logical, practical. Suffice it to say President Schurman was at his best.

The first question considered Wednesday morning was:

Is teaching a desirable profession? If not, why not?—Mr. A. C. Hill, of the State Department, took the negative "for the sake of the discussion," and was followed by Principals Lovell, Tuthill, Griffith, Gamage. Some of the strongest papers of the conference were presented in this discussion. The rest of the session was given up to the discussion of the second topic:

Should this conference endorse the recent action of Cornell University relative to conferring degrees?—In view of the very decided action taken by the conference in 1893 against the conferring of the A.B. degree without Greek (see p. 99, SCHOOL REVIEW, Vol. 3), this discussion was looked forward to with great interest. President Allen's announcement that President Schurman was present and would address the conference added greatly to this interest. It was also announced that President Stryker, of Hamilton College, would speak upon this question, and interest changed to enthusiasm. Dr. Schurman was the first to speak, and in his ten minutes the action of Cornell was clearly explained and many misrepresentations and misunderstandings cleared away. Principal C. R. T. Smith followed with an excellently well sustained argument endorsing Cornell's action. He was followed by President Stryker who defended the "historic" A.B. degree, and eloquently pleaded the cause of liberal before special education. Principal Miller, Professor Smalley, of Syracuse, and Principal Farr could not endorse Cornell. Drs. Brigham, Colgate, and Lee, St. Lawrence, were in favor of Cornell's action. President Stryker

was again given the floor, and was followed by President Schurman. Those present will always remember this debate. All who took part in it were very much in earnest and presented their views with great clearness, but President Schurman and President Stryker were the two central figures, and their debate will go into history upon this question. No outline can be given; those who failed to hear it have lost something for which there is no substitute. Scholarship, refinement, courtesy to one's opponent, eloquence, earnestness, oratory, all blended and accumulated as the debate proceeded till the enthusiasm of the conference found expression in repeated and prolonged applause of both speakers. At the close of the debate the resolution was promptly tabled.

Chairman Gamage, of the committee on resolutions, then presented the report of that committee, which included the resolution above referred to. Among other resolutions one was voted that the Conference was opposed to any change looking toward the interference, in any way, with the regular and separate session of the Academic Principals at the holiday time.

Chairman Norris, of the committee on nominations, reported the following officers for the ensuing year, which report was adopted:

President, Principal O. D. Robinson, Albany.

Vice-President, Principal B. L. Clapp, Fulton.

Secretary and Treasurer, Principal S. Dwight Arms, Palmyra.

Executive Committee:

Principal T. H. Armstrong, Friendship.

Principal A. H. Johnson, Southampton.

Principal J. M. McKee, Silver Creek.

Principals' Council:

Principal D. C. Farr, Glens Falls.

Principal T. O. Baker, Yonkers.

Rev. Father Kiernan, Rochester.

Principal Mary E. Catton, Perry.

Adjourned.

F. D. BOYNTON

ITHACA HIGH SCHOOL

CORRESPONDENCE

THE PSYCHOLOGY OF THE DIAGRAM

Editor of the School Review.

In the report of the proceedings of the Michigan Schoolmasters' Club in the February number of the SCHOOL REVIEW my own discussion of the paper upon The Psychology of the Diagram is limited to a single sentence. I requested that this brief report be given in the expectation that the paper would appear in full in the REVIEW and that I should then have an opportunity to discuss it and the remarks made upon it somewhat at length. As it is, this brief letter must suffice.

We are told that the diagram is faulty because it does not represent the psychological genesis of the sentence from a single undifferentiated word like the interjection. But what, pray, has English grammar, as taught in the public schools, to do with this genesis of the sentence? "I have cut my finger with my knife." Such a sentence, it is said, is an outgrowth psychologically of a sensation of pain which expressed itself at first in a simple exclamation. Very well, if that be so, it may be an interesting fact to the student of the origin of language, but what has it to do with the teaching of grammar in the seventh and eighth grades or in the ordinary high school?

If we are to get any disciplinary value from the study of grammar, any real knowledge of syntax; indeed, if we are to teach grammar at all, it must be done through analysis. We must consider the sentence as a living product, as an organism made up of a subject and its modifiers and a predicate verb and its modifiers. We must take the organism apart and we must put it together again. In fact, if we teach grammar pedagogically, we shall make the sentence our point of departure.

We shall develop from it the idea of noun, pronoun, inflection, agreement, word, phrase, clause, etc. Of course, analysis may be overdone, but as a method it is absolutely indispensable to any sound progress whatsoever. But how about the "genesis of the sentence psychologically from a single undifferentiated word?" How about

"involving the false conception of the nature of a sentence, the conception that it is a machine like a watch, for instance, to be taken to pieces and put together again in order to learn its structure?" The entire argument of our philosophic objectors to the diagram holds its validity just as truly against oral analysis as it does against the diagram, and we should have been somewhat relieved if they had condescended to notice method long enough to tell us *how* they would teach grammar. Have they some scheme by which they purpose to inject the psychologic genesis of the sentence into the minds of our boys and girls in the public schools; or, if some diagram is useful, as they admit, how will they project some retinal image of this interesting origin of the sentence into the field of external vision? We are anxious about it.

Now the fact of the matter is that the diagram as an instrument or aid in teaching grammar in the public schools has both its advantages and its disadvantages. Had we space at our disposal, we should be glad to discuss these somewhat in detail. Our point, however, is that the "conservative thinking" which our critic calls for demands a judicial consideration of both the advantages and the disadvantages, not a prejudiced emphasis of the disadvantages alone, not the scant courtesy of declaring that the "systems of diagramming now in vogue rest upon superficial and arbitrary knowledge, and that the use made of them smacks very generally of charlatanism!"

In conclusion we wish to notice one or two statements of our critic: "There are a thousand variations that no system yet devised can exhibit," he says; "the diagram as a method of recitation or examination must remain hopelessly deficient." The first statement is an exaggeration. There are a few constructions which we have not been able to find symbols for in any system of diagram; but they are few in number, and we are no more disturbed by them than we are by unparsable idioms or constructions whose history is difficult to trace. We do not discard all parsing and analysis on account of these idioms and constructions. The second statement is a mistake, and is made without the writer ever having studied the system of diagram in detail; not a commendable *method*, certainly of settling a pedagogic problem.

Concerning the advantages of the diagram, a final statement or two, which space will not permit us to elaborate. (1) The diagram does, in a general way, fairly well represent the grammatical structure of the English sentence. (2) With young pupils, the understanding of

grammatical relations in English is especially difficult because of our lack of inflections; in this respect, the diagram, appealing to the eye, is a sort of substitute for the inflections of foreign languages. This is its chief psychologic value, rendered in no respect invalid because it does not portray the historical development of the sentence. Basing our opinion upon some twenty years of observation and experience, we reiterate the statement of Superintendent Perry of Ann Arbor, that "It is not too much to say that grammar as a productive study has been made possible in the seventh and eighth grades by the diagram." (3) In high schools, and in normal schools with large classes, the diagram is an indispensable aid in the rapid conduct of recitation; and to the teacher overburdened with much manuscript it is a sort of god-send as a system of stenography.

That we may not seem to have overlooked the disadvantages, which we have not space to discuss, allow us, as a final word, to say that before the County Commissioners of the state, as well as the Schoolmasters' Club, we frankly admitted that owing to the abuses of the diagram arising from faulty teaching, it is a fair question whether as an instrument of instruction it has not done quite as much harm as good in the public schools of the state. We are convinced, however, that the disadvantages are not inherent in the system itself, but that they are due rather to abuses which it is the duty of sound pedagogy to correct.

Very truly yours,

F. A. BARBOUR

MICHIGAN STATE NORMAL SCHOOL

CHANGE IN ENTRANCE REQUIREMENTS TO VASSAR COLLEGE

[We take pleasure in calling attention to an important step that has just been taken by Vassar College, and cannot refrain from printing President Taylor's note accompanying the statement because the spirit it shows of appreciation of school problems will be grateful to all secondary teachers. —ED. SCHOOL REVIEW.]

Editor of the School Review.

May I send you a statement of what we have agreed to accept in place of the third language which is required for admission here? We have been strongly impressed by Mr. Nightingale's direct words to our alumnae at our meeting in Chicago and by the article in the SCHOOL REVIEW, and we have decided to go to this

length at least in making it easier for the schools to meet the college requirement. I hope that this will fall in somewhat with the tendencies that we are all making toward uniformity. I believe in the school side of this question as well as the college side.

Yours, truly,

J. M. TAYLOR,
President Vassar College.

Any student presenting herself for admission to Vassar College may offer instead of the third language required the following work in physics and chemistry:

A year's work in either subject; that is, five periods a week, not less than two of which shall be given to laboratory work. The certificate privilege shall not be understood to cover laboratory work, but this shall be judged on the basis of the original laboratory notes of the student.

A candidate may also gain exemption from the requirement in a third language by presenting at entrance an additional year of work, above the regular entrance requirement, in the second language offered, but it must be understood that no certificate of a school will be accepted for this year of advanced work, and that when this work is presented in lieu of entrance requirement it shall not be credited as college work toward a degree.

NOTES

MR. A. J. GEORGE has prepared a new edition of Carlyle's *Essay on Burns*, which is published by D. C. Heath & Co.

THE SPLENDID new high school building in Detroit was dedicated with appropriate ceremonies on the evening of January 13th.

MESSRS. CHARLES SCRIBNER'S SONS announce that they have in press for early publication *A Short History of Medieval Europe*, by Oliver J. Thatcher.

THE *Fern-Collector's Handbook and Herbarium*, by Miss S. F. Price, is announced for speedy publication by Messrs. Henry Holt & Co. Notwithstanding its title it is a popular work for those who may have no previous knowledge of botany.

THE TWO well-known German periodicals devoted to the interest of real-schule the *Pädagogischen Archiv* and *Central Organ für die Interessen des Realschulwesens* were merged into one periodical beginning January 1897. The new journal will be known as the *Pädagogischen Archiv*.

GINN & CO. announce *Cesar's Gallic War*, Book II, by William C. Collar (ready in April); *The Student's American History*, by D. H. Montgomery; *Anabasis*, Book V, by Alfred G. Rolfe; *La Pierre de Touche*, by George M. Harper; and *Algebra Reviews*, by Edward R. Robbins.

WITH the plans and purposes of The International School Teachers' Home Association, teachers must have much sympathy. These, as outlined in the charter and by-laws, are too extended for us to give even in abstract. Full information may be obtained of D. M. Anderson, Eureka Springs, Ark.

THE sun is inhabited, at least Carl Goetze says so, and those who doubt may get his book from P. Kufahl, Berlin. Only the sun-spots are peopled, the balance being a burning sea which sweats gas. But the dazzling light does not come from fire, but streams of electric force. This is certainly very interesting.

MESSRS. HOUGHTON, MIFFLIN & CO., of Boston, New York, and Chicago, have just published a revised student's edition of "*A Bird's-Eye View of Our Civil War*", by Colonel Theodore Ayrault Dodge, U. S. A. The book is equipped with forty-seven maps and battle charts, a glossary of military terms and an index.

IT is said that Dr. Nansen's *Farthest North*, which the Harpers now have in press, was put into English by six translators, whose work was revised by Mr. William Archer, the celebrated dramatic critic and translator of several of Ibsen's plays. Dr. Nansen knows English very well, but in writing his book he naturally preferred to use his own language.

THERE WAS held in Washington, D. C., February 17-19 a unique congress of interest to all enterprising people, the First National Congress of Mothers. The programme of the three days' congress included many eminent speakers, among them not only prominent educators but also women of the country who have become known through their relation to educational and social movements.

FOR variety the city school boards of the United States compete closely with the divorce laws. The organization of these boards is the subject of a leading article by James C. Boykin in the March *Educational Review*. Buffalo, with no school board, and Cleveland, with its dictator superintendent, are among our striking peculiarities.

IT is perhaps not very generally known that Miss Alice M. Longfellow, the eldest daughter of the poet Longfellow, is a writer of considerable power. It is to be regretted that she has not written more for publication. In the new edition of *Evangeline* issued for school use by Houghton, Mifflin & Co., in their Riverside Literature Series, may be found an interesting sketch by her entitled "Longfellow in Home Life."

THE University of Paris was inaugurated on the 19th of November last with fitting pomp and ceremony in the presence of the president of the Republic, the diplomatic corps, and other high dignitaries. The act uniting the faculties of the different institutions scattered through Paris was passed last summer. This supplants the law of Napoleon I, which united all the schools of the land into the University of France.

UNDER THE management of Professor G. E. Karsten of the University of Indiana in association with Professor George Holz of the University of Leipzig, there is to be a new periodical, the *American Journal of Germanic Philology*, the chief principles of which will be sound helpful criticism and the absence of all unscientific bias. The *Review* will give critical accounts of all important work in the line of Germanic philology, the German and English departments being the most prominent.

WE ACKNOWLEDGE the receipt of two interesting pamphlets containing respectively courses in literature, history, and sociology in the public school and the courses in English and history in the high school in the city of Superior, Wis. The outlines are very full and suggestive. Especially commendable are the extensive literary references. We think, however, that the word

sociology is not correctly applied to the study of history from the social standpoint.

MESSRS. LEACH, SHEWELL, AND SANBORN have just published a new *Essentials of Algebra* by Professor Wells, of the Massachusetts Institute of Technology, which is designed for secondary schools, it being the latest book in this popular series. They have also just issued a new *Latin Composition*, by M. Grant Daniell, the author of their present *Exercises in Latin Prose Composition*.

D. C. HEATH & Co., Boston, have just issued another edition of their *Methods of Teaching Modern Languages*. To the previous edition, consisting of papers from thirteen leading professors of modern languages, has been added a paper on "Common Sense in Teaching Modern Languages," by Mr. E. H. Babbitt, of Columbia University, and the "Recommendations in the Report of the Committee of Ten." Professor C. H. Grandgent, of Harvard University, was chairman of the committee making the "Recommendations."

THE LAWRENCE Scientific School of Harvard University, after long consideration, has decided to materially alter the requirements for admission so as to make the standard of admission to the scientific school equal to that of admission to Harvard College. In order to plan the revision in such a manner as to meet so far as possible the needs and desires of the authorities of high schools and academies the board conferred with sixty schoolmasters. The revised requirements are interesting and may be obtained on application to the dean of the Lawrence Scientific School.

PROFESSOR WILLIAM MORRIS DAVIS of Harvard University has been invited to prepare for publication and distribution in the New York schools a pamphlet, similar to that prepared for the state of Connecticut, as an aid to the more interesting and profitable study of geography. Professor Davis has also consented to speak at the next University convocation on the present trend of the study of geography, presenting the modern ideas on the teaching of this important subject. Those who are familiar with Professor Davis' work and ideas will anticipate this paper with special pleasure.

FOR OVER twenty years there has been in use in Anna Brackett's school in New York City a novel device for drill in verb forms which possesses the advantages of saving time and permitting "skipping around," thus obviating the faults incident to merely committing the paradigms by rote. This form has been perfected and put in practice by Principal H. H. Gadsby, Drury High School, North Adams, Mass. The form was prepared by him for use in his own school, but as he has it in type he can supply other teachers who think the scheme worth trying. We recommend teachers of languages to send to Professor Gadsby for a sample card.

"INTERIOR Decoration of School Houses" is a paper by Mr. Walter G. Page, member of the Boston School Committee, which was read before the American Institute of Instruction last July. It does not appear just how this pamphlet can be procured, but we suppose that it might be obtained by addressing the author at Boston. It not only contains a discussion of the desirability of decorating schoolhouses and the best lines on which to carry out such decorative plans, but it concludes with a list of photographs and casts for schoolroom decoration which would be of great value and suggestiveness to teachers. We believe many teachers will find it well worth while to take some trouble to secure the pamphlet.

"A HIGH School Course of Study" is the title of a little pamphlet reprinted from the *Pacific Educational Journal* which has been prepared by Mr. F. H. Clark, of the Lowell High School. The whole subject is considered with reference to the principles upon which a course of study should be constructed, with reference, however, almost exclusively to the psychological basis of education, the sociological relations, which are becoming more and more prominent, scarcely receiving consideration. We quote the following from a preliminary statement of the principles:

"It is the province of secondary schools to afford the widest possible training for *all* to become useful and worthy citizens of a free state, at the same time preparing and selecting candidates for the university."

FROM THE sixtieth report of the state board of education of Massachusetts we learn the following in regard to the high schools of the state: There are 257 high schools—an increase of five, with 1186 teachers—an increase of ninety-two, and 34,323 pupils—an increase of 1572. The high school enrollment is now 8 per cent. of the total enrollment in the public schools as against 6 per cent. ten years ago—a gain in this ratio of enrollment of 33 per cent. From 25 to 30 per cent. of all the children, and in a few towns from 50 to 60 per cent., at some time attend the high school, although, of course, so many cannot all be there at once. The number of pupils in the high schools of the state has doubled within fifteen years; in some schools it has doubled, and even trebled, within ten years. In buildings, equipment and quality of work the high schools are making conspicuous progress.

FOR OUR juvenile criminality we must search for the special causes and for appropriate remedies. According to statistics, the check on crime attains its culminating point from the ages of twenty-one to thirty years. It falls a little from thirty to forty years and falls rapidly from forty to fifty. It is therefore youth which is the critical age, and everything depends on good direction at the beginning. Children have been defined as little savages and also as little criminals, wilful liars, cruel, and selfish. It has been said that the child reproduces in its developments all the phases of the human race

passing from barbarism to civilization. Certainly the instincts that are bad and even criminal are frequently found in children. But a good education almost always gets the better of these instincts with considerable facility. The good sentiments acquired at that age rapidly become instinctive and lasting, only no mistake must be made as to the choice of means.—Alfred Fouillée, in *The Chautauquan* for April.

LONGMANS, GREEN & CO. have begun a new series of historical works to be published under the direction of the Department of History in Harvard University. The first volume, which is entitled *The Suppression of the African Slave Trade to the United States of America, 1638-1870*, is by William E. Burghardt Du Bois, a negro, twenty-eight years of age, born at Gt. Barrington, Mass. He was educated in the public schools of his home, at Fisk University, Nashville, Tenn., at Harvard University (A.B., 1890; A.M., 1891; Fellow, 1891-2; Ph.D., 1895), and at the University of Berlin, being sent abroad for two years by the trustees of the John F. Slater Fund to study History and Political Science in 1892-4. On his return he became Professor of Latin in Wilberforce University, Ohio, an African Methodist Institution, and the oldest of schools for negro youth. After two years' service there he was appointed Assistant in Sociology in the University of Pennsylvania to take charge of a special investigation into the condition of the negro people of the city of Philadelphia, and has just entered upon his work in that place.

As a result of the coöperation of college and university men with the principals of academies and secondary schools, we have now college entrance requirements in English substantially uniform throughout the United States, *i. e.*, the requirements are uniform as to the texts upon which these examinations are based. A pressing problem yet remains, however, *viz.*, how the texts thus chosen are to be studied, and what is to be the nature and the extent of the preparation upon these texts required for entrance to college. The subject of English as a college entrance requirement is so new that many teachers are, as a matter of course, somewhat uncertain as yet in regard to methods of teaching it and the goal to be aimed at. In order to remove some of the existing vagueness of things Dr. Richard Jones, of the University of the State of New York, is preparing a publication based upon extensive inquiries among teachers. This publication will, presumably, be of interest to college and university men as a means for comparing requirements and ideals, and will, it is believed, prove genuinely and substantially helpful to teachers of literature, especially in college preparatory and secondary schools.

An important step has been taken recently by the city of Boston in the interests of college-bred teachers who have studied their profession. Hereto-

fore college graduates without experience as teachers could not become candidates for positions in the Boston schools; the only persons without experience who were admitted to candidacy were persons who had had a normal school training. The supervisors have now modified the rules governing the examinations of candidates so as to admit to the examinations college graduates "who have had a satisfactory course in pedagogy." This timely recognition of the advantages of professional training for college men who become teachers is a step in the right direction. A considerable number of students who intend to teach as well as teachers already in service, now resort to the professional courses provided by colleges and universities because of their own interest in their chosen profession and not because of any general demand on the part of the public for the peculiar training these courses afford. Much would be gained if this professional spirit could be developed at the start in all young persons who become teachers. Such a result will inevitably follow a public demand. As in other professions professional training will be sought by all when it is demanded of all by a public alive to its own interest.

HAVING learned to expect good things from Quincy, Mass., the former home of Col. F. W. Parker, we are not surprised, first, at the persistency of the superintendent and teachers in urging the publication by Houghton, Mifflin & Co. of portraits of American authors and pictures of their homes in a cheap form for school use; and second, at the very great success attending the use of this material in grades IV to VIII inclusive. All teachers will be interested in the statement by Superintendent H. W. Lull, of Quincy, showing in what way he and his teachers have made these portraits and pictures of homes of great educational value. "To be sure that the pupils of grades IV-VIII have some idea of our poets, and to prevent too much scattering of the 'gem' work, the teachers of these grades are asked to confine their work to a definite poet. Longfellow is assigned to grade IV, Whittier to V, Holmes to VI, Lowell to VII, and Bryant to VIII. Each pupil is given a blank book in which he copies in his neatest and best handwriting the selections chosen by his teacher. The book may be carried home at the end of the year. By means of the book the teachers of the higher grades are able to review the work of the lower grades. At first the live teacher was content to secure for the walls of her room, by means of 'mite' contributions, a framed Atlantic picture of the class poet. The second year, however, it seemed desirable to have a sketch of the author and his home, and also a picture of each for every blank book. Not until the third year has it been possible to do this at a cost within the resources of teachers and pupils."

"THE Diseases of Modern and the Health of Classic Literature." (Irving Babbitt in the March *Atlantic*.) Modern literature has been more or less sentimental since Petrarch, a morbidly subjective strain has existed in it since

Rousseau, while of late a quality is beginning to appear which we cannot better describe than as neurotic. We may say, to paraphrase an utterance of Chamfort's, that the success of some contemporary books is due to the correspondence that exists between the state of the author's nerves and the state of the nerves of his public. Spiritual despondency, which under the name of *acedia* was accounted one of the seven deadly sins during the Middle Ages, has come in these later days to be one of the main resources of literature. Life itself has recently been defined by one of the lights of the French deliquescent school as "an epileptic fit between two nothings." It is no small resource to be able to escape from these miasmatic exhalations of contemporary literature into the bracing atmosphere of the classics. For of him who has caught the profounder teachings of Greek literature we may say, in the words of the Imitation, that he is released from a multitude of opinions. We may apply to authors like Sophocles and Plato, and to those who have penetrated their deeper meaning, the language the Buddhists use to describe their perfect sage,—language which will at once remind the scholar of the beginning of the second book of Lucretius: "When the learned man has driven away vanity by earnestness, he, the wise, climbing the terraced heights of wisdom, looks down upon the fools, serene he looks upon the toiling crowd, as one that stands on a mountain looks down on them that stand upon the plain."

THE aims of the Department of Education and Teaching at Harvard University are exemplified in two new features added this year to the work of the department. The first is a course of lectures on School Supervision by Superintendent S. T. Dutton of Brookline. These lectures are given in addition to the usual lectures on that subject, and will deal with special problems of supervision as they have arisen in the experience of the lecturer. Though addressed especially to the students of education and teaching, these lectures are open to all members of the university, and will be given at an hour least likely to conflict with other college exercises. There is no work in the educational field more likely to attract a steadily increasing number of college-bred men than the work of the town and city superintendent. Mr. Dutton's well-known progressive and successful work as a city superintendent, both in New Haven, Conn., and in Brookline, Mass., enable him to bring to these lectures a valuable fund of practical suggestion that cannot fail to be of service to his hearers. The other feature referred to is an arrangement made with the cities of Newton and Brookline whereby a limited number of students who have had the necessary training will have an opportunity to do some teaching under the general direction of the university professor of education and the immediate supervision of the principals and superintendents of schools in the two cities. In extending this privilege to the students preference is given to graduates who have had no experience. This is an experi-

ment in practice teaching under conditions quite different from those obtaining in normal schools, and the outcome will be of general interest.

THE right naming of things is a point wherein we Americans are given to violating the canons of good taste. This is especially true of our educational terminology. The term "professor," strictly applicable to the higher positions in college and university faculties, is in many places applied indiscriminately to male teachers of every grade of every kind of school. It is, however, gratifying to know that this is not a conceit of the teachers themselves and that it is in general displeasing to them. Still they seem powerless to prevent the abuse. The principal of a school of secondary or academic grade may with propriety be called principal, master, or preceptor, and usually chooses, when any title is given him, to be called by one of these. His associate teachers, who relish as little as he the forced wearing of false colors, are quite willing to regard his wishes in this respect. But their example goes for little by way of counteracting the precedent set and insisted upon by the public and the press. These two powerful influences, actuated no doubt by a mistaken spirit of courtesy, seem inclined to win the school-master's love by doing him injury.

In almost any part of the country this confounding of school terms might be illustrated by numerous examples. One frequent misapplication of such a term, and one quite as objectionable as the unwarranted use of "professor," deserves mention. It is the practice, now become quite common, to call the graduating exercises of a secondary school a "commencement;" and this in spite of the fact the principals and teachers of these schools disapprove of the custom. They desire to keep the secondary schools within the bounds of modesty and truth, and to restrict the use of the word in question to institutions higher than the secondary, where it properly belongs. Concerted action on the part of the teachers of secondary schools, if rightly taken and persisted in, ought to be of some avail in correcting the inconsistencies of our present school nomenclature.

NEW PUBLICATIONS

MODERN FOREIGN LANGUAGES AND LITERATURES

- Heath's Modern Language Series. Bigarreau. By André Theuriot. Edited with Introduction and Notes by C. Fontaine, B. L., L.D. Size 5 x 7¼ in.; pp. vi+62.
- Le Mare au Diable. Par George Sand. Edited, with Introduction, Notes and Vocabulary, by Edward S. Joynes, M.A. Size 5 x 7½ in.; pp. xix+122. Price 40 cents. Henry Holt & Co.
- Immensee. Von Theodor Storm. Edited for School Use by F. A. Dauer. Size 5 x 7¼ in.; pp. 83. American Book Co.
- A Primer of French Pronunciation. By John E. Matzke, Ph.D. Size 4½ x 6¼ in.; pp. vi+73. Henry Holt & Co.
- Napoléon. Extracts from Henri Martin, Victor Duruy, Mémorial de Sainte-Hélène, Thiers, Chateaubriand, Edgar Quinet, Madame de Rémusat. With Narrative by the Editor. Edited by Alcée Fortier, D.Lt. Size 5 x 7½ in.; pp. 136. Ginn & Co.
- Heath's Modern Language Series. Le Conscriit de 1813. Par Erckmann-Chatrian. Abridged and Edited, with Notes and Vocabulary, by O. B. Super. Size 5 x 7¼ in.; pp. 210. D. C. Heath & Co.
- Köpnickerstrasse 120. By Moser and Heiden. Edited with an Introduction and Notes by Benj. W. Wells, Ph.D. Size 5 x 7¼ in.; pp. viii+159. D. C. Heath & Co.
- Molière's Les Femmes Savantes. Edited, with Introduction and Notes, by Alcée Fortier, D.Lt. Size 5 x 7¼ in.; pp. xviii+125. D. C. Heath & Co.
- Racine. Iphigénie. Edited by Benjamin Duryea Woodward, Ph.D. Size 5 x 7¼ in.; pp. 198. American Book Co.
- Edmond Dreyfus-Brisac. L'Éducation nouvelle. Études de Pédagogie Comparée. Troisième Série. Size 5½ x 9 in.; pp. xii+406. Paris: Masson et C^{ie}, Éditeurs.
- Le Curé de Tours and Other Stories. By H. De Balzac. Selected and Edited with Introduction and Notes by Frederick M. Warren. Size 4½ x 6¾ in.; pp. xiv+267. Henry Holt & Co.
- Heath's Modern Language Series. Size of each book 5 x 7½ in.
- Goethe's Iphigenie auf Tauris. Ein Schauspiel. Edited by Lewis A. Rhoades, Ph.D. Pp. xxx+139.
- Materials for German Composition. Based on Storm's "Immensee." By James Taft Hatfield.
- Plautus and Terenz. Die Sonntagsjäger. Two Comedies by Roderich Benedix. Edited with an Introduction and Notes by Benj. W. Wells, Ph.D.
- Bataille de Dammes. Par Scribe et Legouvé. Edited with Introduction and Notes by Benj. W. Wells, Ph.D. Pp. viii+108.
- German Scientific Reading. With Notes and Vocabulary. By H. C. G. Brandt, Ph.D., and W. C. Day, Ph.D. Size 5 x 6½ in.; pp. vi+269. Price 85 cents. Henry Holt & Co.
- Heath's Modern Language Series. Selections for Sight Translation. Compiled by Mary Stone Bruce. Size 5 x 7¼ in.; pp. iv+34. D. C. Heath & Co.
- Heath's Modern Language Series. First Italian Readings. Selected and Edited, with Notes and Vocabulary, by Benjamin Lester Bowen, Ph.D. Size 5 x 7½ in.; pp. vi+168. D. C. Heath & Co.

GREEK AND LATIN LANGUAGES AND LITERATURES

- Easy Latin for Sight Reading. For Secondary Schools. Selections from Ritchie's *Fabulae Faciles*, Lhomond's *Urbis Romae Viri Inlustres*, and Gellius' *Noctes Atticae*. Edited, with Introduction, Models for Written Lessons, Idioms, and Annotations, by B. L. D'Ooge, Michigan State Normal School. Size $4\frac{3}{4} \times 6\frac{3}{4}$ in.; pp. viii+146. Ginn & Co.
- The Students' Series of Latin Classics. New Latin Composition. Based mainly upon Caesar and Cicero. By Moses Grant Daniell. Size 5×7 in.; pp. vi+214. Price \$1. Leach, Shewell & Sanborn.
- The Students' Series of Latin Classics. Greek and Roman Mythology. Based on Steuding's *Griechische und Römische Mythologie*. By Karl Pomeroy Harrington and Herbert Cushing Tolman. Size 5×7 in.; pp. ix+179. Price \$1. Leach, Shewell & Sanborn.
- School Classics. The Ninth Book of Vergil's *Aeneid*. Edited for the Use of Schools. By Edward H. Cutler, A.M. Size $4\frac{1}{4} \times 6\frac{1}{2}$ in.; pp. xiii+178. Ginn & Co.
- The History of Greece from Its Commencement to the Close of the Independence of the Greek Nation. By Adolf Holm. Translated from the German. In four volumes. Vol. III. The Fourth Century B.C. up to the Death of Alexander. Size 5×8 in.; pp. xiii+456. Price \$2.50. The Macmillan Co.
- Handbook of Greek and Roman History. By George Castegnier, B.S., B.L. Size $5 \times 7\frac{1}{4}$ in.; pp. 110. American Book Co.
- Questions in Latin Grammar. By Frank A. Gallup. Size $5\frac{1}{4} \times 6\frac{3}{4}$ in.; pp. 27. Republican Print, Hamilton, N.Y.
- The Sources of Spenser's Classical Mythology. By Alice Elizabeth Sawtelle, Ph.D. Size 5×8 in.; pp. 128. Silver, Burdette & Co.
- Caesar's Gallic War. With an Introduction, Notes, and Vocabulary, by Francis W. Kelsey, University of Michigan. Eighth Edition. Size $5\frac{1}{4} \times 7\frac{1}{2}$ in.; pp. viii+122. Price \$1.25. Allyn & Bacon.
- Aristotle and the Earlier Peripatetics. Being a Translation from Zeller's "Philosophy of the Greeks." By B. F. C. Costelloe, M.A., and J. H. Muirhead, M.A. In two volumes. Size of each $5 \times 7\frac{3}{4}$ in.; pp. xx+1032. Price \$7. Longmans, Green & Co.

PEDAGOGY

- National Educational Association. Journal of Proceedings and Addresses of the Thirty-Fifth Annual Meeting held at Buffalo, N. Y., July 3-10, 1896. Published by the Association. Size $6\frac{1}{2} \times 9\frac{1}{4}$ in.; pp. viii+1088. Chicago: The University of Chicago Press.
- Regents Bulletin. No. 36. September 1896. Thirty-Fourth University Convocation of the State of New York, June 24, 1896. Size 7×10 in.; pp. 270. Price 25 cents. Albany: University of the State of New York.
- Report of the Commissioner of Education for the Year 1894-5. Volumes I and II. Containing Part I. Washington: Government Printing Office.
- International Education Series. Froebel's Educational Laws for All Teachers. By James L. Hughes. Size $5 \times 7\frac{1}{4}$ in.; pp. xiii+296. D. Appleton & Co.
- International Education Series. School Management and School Methods. By Joseph Baldwin, M.A., LL.D. Size $4\frac{3}{4} \times 7\frac{1}{4}$ in.; pp. xix+395. D. Appleton & Co.
- Waymarks for Teachers showing Aims, Principles, and Plans of Everyday Teaching. With Illustrative Lessons. By Sarah L. Arnold. Size $5\frac{1}{4} \times 7\frac{1}{2}$ in.; pp. 276. Silver Burdette & Co.
- Fifty-Ninth Annual Report of the Superintendent of Public Instruction of the State of Michigan.
- The Happy Method in Numbers for Little People. By Emily E. Benton, Groton, N. Y. Size $5\frac{1}{2} \times 7\frac{3}{4}$ in.; pp. 96. Price 75 cents. C. W. Bardeen.

- Psychological Methods of Teaching and Studying Languages. French Series. No. 2 Class-Room Conversations in French (Conversations en Classe). By Victor B  tis, and Howard Swan. Size $5\frac{1}{2} \times 8\frac{3}{4}$ in.; pp. xv. 77. Price 80 cents. Charles Scribner's Sons.
- List of Books for Township Libraries of the State of Wisconsin. Prepared by the State Superintendent. July 1896. Size 6×9 in.; pp. 129. Madison, Wis.: Democrat Printing Co.
- Twenty-First Annual Report of the President of the Johns Hopkins University, Baltimore, Maryland, 1896. Size $6 \times 9\frac{1}{4}$ in.; pp. 40. Baltimore: The Johns Hopkins Press.
- Hand-Book. Industrial Drawing. For Teachers in Common Schools. Second Edition. By Ida A. Tew. Size $5\frac{1}{2} \times 8$ in.; pp. 130. Lincoln, Neb.: J. H. Miller, Publisher.
- Normal Class Book of Drawing. By Christine Gordon Sullivan, Ph.D. Size $5\frac{1}{2} \times 7\frac{1}{4}$ in.; pp. 84. Price 50 cents. American Book Co.
- University of California Studies. Notes on Children's Drawings. Edited by Elmer E. Brown, Professor of the Science and Art of Teaching. Size $7 \times 10\frac{1}{2}$ in.; pp. 75. Berkeley: Published by the University.
- Eclectic System of Industrial Drawing. High School Class Book of Drawing. By Christine Gordon Sullivan, Ph.D. Size $5\frac{1}{2} \times 7\frac{1}{4}$ in.; pp. 123. Price 50 cents. American Book Co.
- Black-Board Drawing. By M. Swannell. Size 10×12 in.; pp. vii. + 12. + xxvii. Price \$1.10. The Macmillan Co.

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